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ABSTRACT

The first booklet of the series Career Development in Head Start gives an overview of career development in this program. Career development, in which training is built into a job and is designed to lead to more responsible and better-paying jobs, involves task analysis, entry level positions, career ladders, training and education, released time, college credit for work experience and training, salary increments, and supportive services. This booklet covers: (1) fundamental of career development--components, steps in beginning the career development of staff members; (2) roles of career development coordinators and committees--training and educational opportunities, community action, supportive services; and (3) barriers to career development. Included in appendices are: (1) a list of resource organizations; (2) task analysis exercise sheets; (3) in-service training design; (4) "the truth about career development"; (5) career development plan questionnaire; (6) regional divisions and offices of HEW and Project Head Start; (7) "full year Head Start plan for career development," OEO Instruction 6902-1; and (8) career development materials: a selected bibliography of sources and recommended resources. (KM)

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CAREER DEVELOPMENT IN HEAD START

CAREER

DEVELOPMENT

TRAINING PROGRAM

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PART I: COMPONENTS, ROLES, AND PROGRAM OPTIONS

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CAREER DEVELOPMENT IN HEAD START

by

HYMAN WOLOTSKY, CAROL-COE CONWAY MUELLER,
RODNEY L. ANDERSON, and HILDA ARCHER PILSON

CAREER DEVELOPMENT TRAINING PROGRAM
BANK STREET COLLEGE OF EDUCATION

PART I: COMPONENTS, ROLES, AND PROGRAM OPTIONS

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•Program Staff

Rodney Anderson
Garry Barkow
Marsha Emerman
Kathryn Hooker
Angela Kocherd
Fred Magee
Carol-Coe Conway Mueller
Hilda Archer Pilson
Anne Redman
Hyman Wolotsky

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A NOTE ABOUT THE CAREER DEVELOPMENT TRAINING PROGRAM

The Career Development Training Program was designed by Bank Street College of Education in response to the national need for leadership training in the career development component of Project Head Start. Two major objectives were outlined: 1) to develop three booklets to be utilized as training and resource materials by and for career development coordinators and other Head Start personnel providing counseling and training services in the career development area and 2) to train regional training officers as trainers of Head Start personnel responsible for career development in the centers.

The three booklets comprise the series, CAREER DEVELOPMENT IN HEAD START. They were conceived by the director of Bank Street College's Career Development Training Program, Hyman Wolotsky, and were written under his direction.

A week-long institute was repeated three different times during June and July, 1970 to achieve the training of trainers objective of the program. The institute series accommodated about 90 participants including some regional program officers in addition to the regional training officers. The institute faculty was composed of eighteen Bank Street College staff members as well as some consultants.

The Bank Street College Career Development Training Program was conducted under a grant from OEO administered by Project Head Start's Leadership Training Division.

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Susie Carrier	Head Start Program, St. Mary's Center, Claremont, New Hampshire
Norma Champion	Michigan State University, Lansing, Michigan
John Codwell	Detroit Board of Education
Josue Diaz	Project Head Start, HEW Region II, New York, N.Y.
Luis Dumas	Bank Street College of Education, New York, N.Y.
Carolyn Elmore	Educational Alliance, New York, N.Y.
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Isabel Garza	Head Start Program, Trinity Center, Odessa, Texas
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Necia Nembhard	Wayne State University, Detroit, Michigan
Delia Nieves	Head Start Program, Educational Alliance, New York, N.Y.

Mary O'Neal	Head Start Program, Phillips Center, Milwaukee, Wisconsin
Gloria Praez	Head Start Program, Union Settlement Assn., New York, N.Y.
Israel Putnam	U.S. Office of Economic Opportunity, Washington, D.C.
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Gladys Roth	United Federation of Teachers, AFL-CIO, New York, N.Y.
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Gerry Wagner	Head Start Program, Educational Alliance, New York, N.Y.
Ora Welch	Head Start Program, Hamilton-Madison House, New York, N.Y.
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INTRODUCTION

NEEDED: THREE MILLION MORE TRAINED EMPLOYEES IN THE HUMAN SERVICES

The President's Commission on Automation estimated in 1966 that the country needs 1,000,000 new workers in health services and medical institutions, 1,100,000 in education, and 700,000 in the social services.[1] In the next generation or two generations, the human service agencies are going to be the major employers of our society.[2] In order to satisfy present and future needs, new resources will have to be tapped and new methods of schooling and credentialing will have to be developed.

... AND SOLUTIONS TO OUR HUNGER, POVERTY, UNEMPLOYMENT, AND SHORTAGES OF PERSONNEL.

The problem of shortages of trained personnel and job slots in the human services increases each year. Combined with this problem is the fact that 35 1/2 percent of the population of America is hungry, poor, unemployed, underemployed, or generally deprived.[3] Of this third of the nation, there are at least 19,000,000 children whose families are either poor or hovering just above the poverty line.[4] Approximately 16 percent of these children are enrolled in pre-schools.[5]

ONE WAY TO MEET OUR NEEDS: CAREER DEVELOPMENT,

Head Start career development is one way of responding to these conditions. It is one way of training people for jobs in the human services and of providing low-income families and communities with those jobs and with improved services. Career development in Head Start is one version of the new careers movement which has gained more and more momentum in the last few years.

For some, career development may be, however,

little more than a term–words on a paper or a dream which may not come true. For others, it may be only partly understood and therefore threatening. Some others may not know what it is or may see career development simply as salary increases or Head Start supplementary training. For still others, it is a reality. It is a chance to fulfill career and individual potentials. It is a chance to participate in an effort to provide real opportunities through Head Start. For all Head Start staff members, career development can be seen as a means of improving services for Head Start children, their families, and their communities.

... DESCRIBED IN THIS BOOKLET

This booklet on career development is the first of a series of three. The second booklet describes teaching and community service ladders, and the third deals with adult development and learning. These booklets have been designed as source material for (a) Head Start paraprofessional and professional career development coordinators in individual centers, (b) members of area-wide career development committees, (c) trainers in career development, (d) Head Start directors, supervising teachers, and social service directors, and (e) other staff members interested in participating in team efforts to develop career programs. This first booklet will cover the following topics:

... FOR ALL HEAD START STAFF MEMBERS

... CONCERNED WITH CAREER DEVELOPMENT.

1. The components of career development
2. Steps to take in beginning the career development of individual staff members
3. A discussion of the roles of career development coordinators and career development committees

4. Problems of career development as reported by Head Start personnel

EACH CENTER AND COMMITTEE CHOOSES ITS OWN PRIORITIES IN CAREER DEVELOPMENT.

Although the guidelines for career development are very general, all full-year Head Start grantees are required to develop and implement career development plans. These booklets suggest how Head Start staff members and committees can make career development effective in Head Start, and, secondarily, how the career development of staff members might be extended into other areas of the human services and the economy at large. Both urban and rural career development committees and individual centers may choose to consider a range of possible actions and then establish their priorities according to local needs and resources.

The text is followed by a number of appendices which include:

A. A list of organizations designed to (1) indicate the types of agencies which might be contacted for information or as potential participants in coordinated efforts to further career development, and (2) provide the addresses of those agencies concerned with career development or new careers

B. Charts, designed by a regional contractor, for doing task analyses and for planning in-service training programs

C. Materials, developed by two other regional contractors, to be used in training for career development

D. Areas included in the ten HEW regions

E. OEO Head Start regulations for career development, OEO Instruction 6902-1

F. A bibliography of sources and recommended resources

WHAT IS A PROFESSIONAL?

In this booklet, the words "professional" and "paraprofessional" are used sparingly, because common usage of these terms frequently has been inaccurate or subjective. What is clear is that knowledge, in both a technical and a human sense, is necessary to do any job competently. In the best sense, "professional" implies the possession of both these aspects of knowledge and of a degree granted after at least four years of college. However, degrees do not in themselves guarantee technical knowledge or the possession of the sensitivity, commitment, or "human knowledge" which are needed to put know-how to work.

Technical knowledge can be gathered in non-traditional ways. This fact can be observed in Head Start programs where several years' work experience, on-the-job training, and participation in other training programs for family workers, teacher aides, or health aides, have led to expertise in working with children and adults. When technical knowledge is combined with the necessary personal traits, the quality of the work is professional in the best sense. In other words, "paraprofessionals" can be professional.

Performance is not the only question which clouds

NEW JOBS LEAD TO NEW SKILLS AND NEW PROFESSIONS.

the distinction between the terms "professional" and "paraprofessional." Today, new jobs in the human services are being performed to fulfill needs which have been unmet or unrecognized in the past. As a result, new skills are being acquired in the performance of these new vocations. Many professionals and paraprofessionals view the competence needed to do these jobs as a professional competence that should be the basis for genuine careers. Therefore, the terms "new professional" and "new careerist" have come into use.

NEW ROLES FOR PROFESSIONALS

Recent and innovative responses to economic, educational, social, and health needs have also brought about changes in the training and responsibilities of professional personnel. Degreed persons are now beginning to move into new roles and careers as trainers, counselors, advocates (career development supporters), consultants, etc.

WORDING USED IN THIS BOOKLET

Because of these changes in job structures, it is preferred here to use the terms "professional" and "paraprofessional" only when absolutely necessary and with the above qualifications in mind. Generally, the term "staff" will be used whenever possible, as well as the terms "preprofessional," "new professional," "new careerist," "program assistant" (a Head Start term), and "auxiliary personnel" (a term used primarily in public school systems). Traditionally professional positions will be referred to as both "professional" and "degreed" positions.

CAREER DEVELOPMENT IS FOR ALL STAFF MEMBERS.

Clearly, career development means the development of careers and training for all Head Start personnel. It means adapting social concerns to actions and attitudes that are adequate to present and future needs. It also means

administering and carrying out career development programs with considerable imagination and resourcefulness, so that services may be improved and so that all Head Start staff members have the chance to fully develop their abilities in and perhaps outside Head Start. As these social and individual needs become more clearly defined, it appears that the success or failure of career development or new careers may someday be the yardstick with which we will measure our society's ability to confront current social, racial, and economic facts of life and to successfully compete in a race with time.

CAREER DEVELOPMENT: SOME FUNDAMENTALS

CAREER DEVELOPMENT MEANS: TRAINING, MOVEMENT

The basic principle on which career development rests is that people can be trained while working. This training is built into a particular job and is designed to lead to more responsible and better-paying jobs.

... BETTER SERVICES, STAFFS, AND JOBS.

Career development and the new careers movement are directed toward three basic goals: (1) improving and expanding the services offered in the fields of health, education, and social welfare; (2) training the staff necessary for this improvement; and (3) providing meaningful and productive jobs in all areas of the economy for the underemployed and unemployed. The first and second goals imply the upgrading of both paraprofessional and professional personnel. The third implies hiring people who are from low-income communities.

WHAT GOES INTO IT?

Career development is outlined here according to its basic parts or components and according to the steps to take in the beginning the career development of individual staff members. Several points mentioned in the following pages are discussed more fully in the next section, on "Roles of Career Development Coordinators and Committees," which includes some suggestions as to how these components and steps might be implemented.

WHO DOES IT?

Career development coordinators and committee members at the applicant, area-wide level and in individual centers are the people who plan and carry out both the components of career development and the steps in beginning

the career development of individual staff members.

WHERE IS IT DONE? These components and steps, although planned at both the applicant agency level and at individual centers, should be coordinated. This is done to assure consistency and transferability throughout a locality. Such coordination does not have to eliminate flexibility and innovation at individual centers.

COMPONENTS OF CAREER DEVELOPMENT

1. Task Analysis
2. Entry Level Positions
3. Career Ladders
4. Training and Education
   - Pre-Service Training
   - In-Service Training
   - High School Equivalency Preparation
   - Head Start Supplementary Training
   - or Other College Education
5. Released Time
6. College Credit for Work Experience and Training
7. Salary Increments
8. Supportive Services

1. TASK ANALYSIS consists of a list describing all the activities or tasks performed by each staff member (or all tasks performed in a single service area such as teaching, community services, administration, etc.). Task analysis serves as a tool which can be used in carrying out almost every other aspect of career development.[6] Every activity or task performed is listed on a chart (see Appendix B), grouped into categories, and described according to:

a. conditions under which it is performed (where, how, who is the immediate supervisor?)

b. questions, or the criteria, which will determine whether or not the task has been accomplished[7]

c. the primary and secondary skills necessary to do the activity

d. the personal qualities which are considered desirable for performing the activity

WHY TASK ANALYSIS?

These analyzed tasks are arranged in a list going from simple tasks to more complex ones. Similar tasks are grouped into categories. This analysis can then be used as a basis for:

—designing career ladders
—making job descriptions [8]
—determining advancement requirements
—evaluating and promoting staff members
—designing on-the-job (in-service) training
—influencing the course content of educational institutions
—establishing a record of experience gained in Head Start, to be referred to if a staff member seeks employment outside Head Start
—obtaining credit for on-the-job training from educational institutions that grant degrees
—reorganizing the resources (budget) and structure of an agency

Task analyses can first be made according to the patterns that exist in a center. A reorganization of these analyses creates career ladders. These task analyses are essential to the modification of practices and structures in and outside Head Start. Such modifications are those that are necessary if career development is to occur.

Doing task analyses takes a good deal of time, but apart from giving a clear picture of how the work of a

center is accomplished, it also develops an important skill. It develops the skill needed to analyze organizational problems on larger scales. This skill gives committees the ability to tackle overall problems affecting career development.

For further explanations of the method and uses of task analyses, see Appendix B of this booklet and the paper "Task Analysis and the Components of Career Development," published by the New Careers Training Laboratory,[9] which is listed in Appendix A.

2. ENTRY LEVEL POSITIONS. These positions are meant to require no previous training or experience and no formal educational qualifications. They are jobs that consist of the primary tasks as established in the task analysis.

LADDERS ARE THE BACKBONE OF CAREER DEVELOPMENT.

3. CAREER LADDERS. Ladders are constructed by dividing the analyzed tasks into a number of jobs or positions. They provide a visible pathway from entry levels to positions carrying the most responsibility in any given center. One ladder can be established for each service area, such as teaching, community services, health, administration. The number of rungs or positions occupied from the entry level to the first degreed position does not have to be rigid. For example, a ladder of five rungs, as pictured on the following page, can exist in a center where there are only one or two staff members. Each staff member simply occupies the rung that corresponds to his or her responsibility, training, and experience.

Likewise, if there are five rungs and five staff members, with one person on each rung, and an aide II is ready to

become an assistant, but the assistant is not ready to move up, then if the budget permits, there could simply be two assistants and no aide II. In this manner, no staff member would block the progress of another and each staff member could decide for himself how far he wants to go. If funding for such an arrangement is not available, alternative methods of compensation could be developed. For examples, see component seven below, the section of this booklet on training and educational opportunities, and the booklet in this series on career ladders.

4. TRAINING AND EDUCATION.

PREPARATION FOR THE FIRST DAY

Pre-Service Training should be conducted for each new staff member over a period of about two weeks, before he or she begins working. During this time, new staff members become acquainted with Head Start goals and, as trainees, learn how to do three or four activities listed on the task analysis of an entry level position. New staff members should be paid in full while training, if the budget permits. At the end of the pre-service training, the trainee is apt to approach his new job with more confidence, because he has acquired necessary information and skills useful to him on the first day. After pre-service training, he may also decide that he does not want to be a Head Start staff member. (See also the following section of this booklet.)

IN-SERVICE IS IN

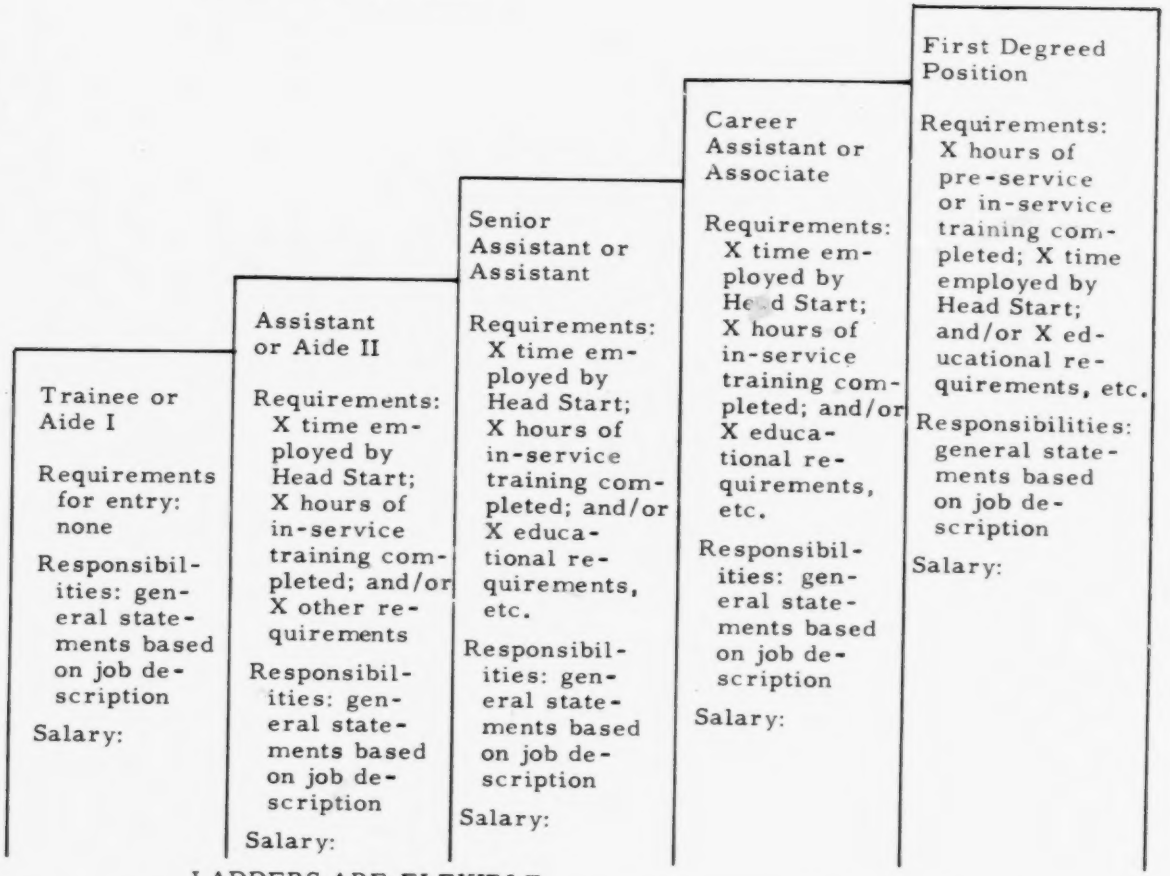
In-Service (on-the-job) Training, like pre-service training, is most effective if planned according to those skills which might have been defined in the task analysis. It is also important that a center's program and goals be spelled out. It is usually recommended that 20 percent of the working week be devoted to some kind of training. In-service training can be structured to include both formal methods, such as training workshops, and informal methods, such as staff meetings and group or individual conferences. For a form that can be used in planning in-service training, see Appendix C.

CAREER LADDERS

Each rung or position is built on the preceding one and leads to the next one, the goal being upward movement — based on experience, in-service training, and education (where appropriate)—from an entry level position requiring basic skills to positions with increasing responsibilities.

It is recommended (1) that requirements other than time employed in Head Start and completed hours of in-service training be stated in general terms, and (2) that requirements such as a high school degree or a specified number of college credits be realistically coordinated with the time of employment in Head Start that is required for moving from the preceding rung.

Head Start suggests that a person can advance from the entry-level position to the fourth rung (career assistant) in a year and a half to three years, spending 6 to 12 months on each of the first three rungs.


Trainee or Aide I
Requirements for entry: none
Responsibilities: general statements based on job description
Salary:
Assistant or Aide II
Requirements: X time employed by Head Start; X hours of in-service training completed; and/or X other requirements
Responsibilities: general statements based on job description
Salary:
Senior Assistant or Assistant
Requirements: X time employed by Head Start; X hours of in-service training completed; and/or X educational requirements, etc.
Responsibilities: general statements based on job description
Salary:
Career Assistant or Associate
Requirements: X time employed by Head Start; X hours of in-service training completed; and/or X educational requirements, etc.
Responsibilities: general statements based on job description
Salary:
First Degreed Position
Requirements: X hours of pre-service or in-service training completed; X time employed by Head Start; and/or X educational requirements, etc.
Responsibilities: general statements based on job description
Salary:

LADDERS ARE FLEXIBLE

"JOBS ARE SIMPLY FLEXIBLE COMBINATIONS OF TASKS WHICH CAN BE ARRANGED AND REARRANGED IN MANY WAYS."[10]

THERE CAN BE 4 OR 5 RUNGS ON A CAREER LADDER AND ONLY 2 STAFF MEMBERS CLIMBING THIS LADDER. THEN EACH PERSON WOULD OCCUPY THE RUNG THAT CORRESPONDS TO HIS EXPERIENCE AND TRAINING.

IF A TRAINEE (AIDE I) IS READY TO MOVE AND THE ASSISTANT (AIDE II) IS NOT, THEN THERE COULD BE 2 ASSISTANTS (AIDE II's), AND SO ON UP THE LADDER, IF THE BUDGET PERMITS.

... AND INVOLVES EVERYONE IN A HEAD START CENTER.

Trainers can be professional and paraprofessional staff members, volunteer or paid consultants, Head Start regional, city-wide, or county-wide personnel, CAP Regional Office Training Coordinators, and State OEO personnel. Auxiliary staff might act as co-trainers with professional staff members. Parents can substitute at work for staff members who are attending training sessions. This would, in turn, provide valuable training for parents who are not staff members. (See also the following section of this booklet.)

FIRST THINGS FIRST

High School Equivalency Classes (or opportunities for preparing for a high school equivalency diploma) should be arranged for all staff members who wish to obtain a high school diploma. Tutoring in basic reading and mathematical skills can be provided in the center using its own staff or people from nearby high schools or colleges. Centers might also cooperate with other agencies, such as churches, in providing this service. Staff members who participate in a program to prepare for the G.E.D. (General Education Diploma or high school equivalency) should have the opportunity to meet frequently with a staff member at their Head Start center to talk about any problems that might arise in pursuing the equivalency diploma.

GETTING THE TICKET

Head Start Supplementary Training or Other College Education can be arranged with local educational institutions which offer either relevant college courses or a 60-credit associate degree program, which is equivalent to two full-time years of college study. Normally, it takes three-and-a-half years to complete an associate program while one both works and attends school part-time. The

amount of released time granted by an agency would determine, in part, the time required to obtain an associate degree. For a listing of colleges and universities throughout the country which offer degree-granting programs for auxiliary personnel, contact the New Careers Development Center for its "Directory of Colleges Offering Degree Programs for Paraprofessionals Employed in the Human Services."

HOW IT IS ARRANGED

One of the firms funded by Project Head Start to provide technical assistance in career development, has a special, nationwide contract to assist in establishing Head Start "supplementary training" programs within colleges and universities. The program consists of courses which lead to an associate degree. Under the supplementary training program, staff members can also go on for their bachelor's degree, or take graduate courses if they already have a bachelor's degree. All staff members who have been employed by Head Start for six months are technically eligible to participate in Head Start supplementary training where it exists.

About 300 colleges have been contracted by this firm to provide supplementary training that now reaches approximately 9 percent of the personnel employed in Head Start centers. For staff members working as program assistants (paraprofessional staff members), there is no financial responsibility for tuition and books. Degreed staff members are asked to pay one-half of the fees. Staff members should, however, be aware that supplementary training is only one part of career development.

EXPANDING EDUCATIONAL OPPORTUNITIES

Area-wide career development committees can also make their own arrangements with local colleges and universities (particularly community colleges) in order to establish relevant curricula or degree programs. Committees and individual centers can consider arranging for the participation of Head Start staff members in courses or work-study degree programs already established in their area. Scholarships may be available through the schools or local civic groups. Formal education can also include correspondence or televised courses pursued as a group under the direction of a staff member. (See also the following section of this booklet.)

SPECIAL PROGRAMS FOR HEAD START STAFF MEMBERS

Head Start Leadership Training consists of a five- to eight-week study/training program at colleges and universities. It is directed toward various aspects of the Head Start program such as (a) child development, (b) the classroom assistant, (c) the community services assistant, (d) coordination of Head Start services, and (e) the use of volunteer personnel. It can also be geared toward training staff members who are assuming or are preparing to assume supervisory and training responsibilities in a center.

CREDIT FOR TRAINING

Some college credit is now granted for leadership training. Staff members receive pay, room and board, and an allowance for up to five dependents. Professional staff members are encouraged to train with auxiliary staff members and may be reimbursed for up to 50 percent of their tuition costs. Other staff members may be fully funded or reimbursed for tuition. Twenty-five to 30 percent of all Head Start staff members have taken leadership training.

Head Start Career Development Training consists of two- or three-day training institutes for career development coordinators or other representatives of Head Start staffs. It is conducted in various localities by firms contracted by Head Start to provide technical assistance in career development. These firms or contractors are listed in Appendix A.

A TIME FOR LEARNING

5. RELEASED TIME. A certain percentage of each week should be devoted to in-service training, classes leading to a G.E.D., or college courses. It is usually recommended that the amount of time allotted each week for this should be a full day. In many centers where staff members attend college courses, two afternoons a week are allotted for Head Start supplementary training. In other programs, such as that of the San Francisco public schools, two full days are allotted to classroom assistants working for an associate degree. Released time with pay, and personnel to substitute for staff members while they attend training sessions and classes, are essential to the upgrading of staff members as well as to a workable career development program.

GIVING CREDIT WHERE CREDIT IS DUE

6. COLLEGE CREDIT FOR WORK EXPERIENCE AND TRAINING. There is a growing trend toward giving credit for work experience to students in four-year colleges. This same principle should be equally true for paraprofessionals. Merrit College in Oakland, California, for example, gives ten credits to new careerists for on-the-job experience. Two primary goals for area-wide career development committees could be

(1) getting accreditation from colleges and universities for work experience, in-service training, and training institutes, and (2) obtaining certification from state or local civil service commissions that is based on experience and training programs.

Credit for in-service training might be sought from local colleges once task analyses and a written description of the in-service training programs are completed, particularly if the staff member who trains has a master's degree. See Appendix C for a form which can be used to plan training sessions. This form is useful in determining the training that has been or will be a part of a program. (See also the following section of this booklet.)

FAIR COMPENSATION FOR INCREASED SKILL AND RESPONSIBILITIES

7. SALARY INCREASES. As a person's experience, training, and responsibilities increase, his salary should also be increased. There should be no large salary gaps between any two rungs of the career ladder, including professional positions. Guaranteed salary increases (apart from annual raises if they exist) will strengthen a career development program. Those who work full-time, attend classes, do homework, and run a family all at the same time can often become exhausted and discouraged. Some drop out. Salary increases help to make the resulting pressures created by this tight schedule more tolerable. Providing increases is a protective measure that should be taken to reduce the possibility of failure of a career development program which would be damaging to a center's children and to the overall goals of Head Start.

National Head Start states that a staff member's salary may be increased up to 20 percent annually without

regional approval if he earns more than $5,000 per year. If a staff member earns less than $5,000, his salary can be increased more than 20 percent without regional approval. Local regulations, however, will sometimes differ from national guidelines.

WHEN CAREER DEVELOPMENT IS NOT FUNDED

In order to make money available for salary increases, a Head Start center's budget might be reorganized. This can be done in a number of ways, such as introducing new staffing patterns which are based on task analyses and job descriptions. Examination of the budget and task analyses is specially appropriate when people resign. This will help to prevent the feeling that people have to be fired in order to make funds available. The following references can be consulted for descriptions of how budgets could be reorganized and of sources of funds that might be tapped:

- Glen Winters, "Budget Reorganization for CAPs and Head Starts" (New York: New Careers Training Laboratory, New York University, May 1969, 39 pp.). May also be obtained through the Information Clearinghouse, National Institute for New Careers, an organization which is listed in Appendix A.
- Richard J. Gould, "Guide to Funding New Careers Programs" (New York: New Careers Development Center, New York University, June 1969. 128 pp.).
- John C. Flynn, "A Coordinated Approach to Exploiting Federal and Foundation Funds To Serve the Educationally Disadvantaged" (Washington, D.C.: Federal Programs, Educational Projects, Inc., 1969, 18 pp.).
- Marianna Lewis, ed., The Foundation Directory, 3d ed. (New York: Basic Books, Inc., May 1967, 1,198 pp.). Published every three years.

If federal funding is not available and if budget reorganization is not possible, other means of compensation, apart from salary increments, can be considered. One method is that of reducing a staff member's work week while maintaining his present salary. The reduction of the number of weekly working hours compensates for the salary gap by allowing staff members more time to study and devote to their families and by increasing the actual amount earned per hour. Coverage for the hours a promoted staff member is not working could be provided by parent substitutes or volunteers.

8. SUPPORTIVE SERVICES.

WHAT MAKES OR BREAKS CAREER DEVELOPMENT?

These services include individual career development counseling, child care, legal aid, tutoring, etc. The availability of these services is vital to all the components of a career development program. Many of these services can be provided by staff members of individual Head Start centers. Trainees who are taking courses, assuming new responsibilities and undergoing changes within themselves need support from other Head Start staff members, fellow students, the schools they attend, and, possibly, agencies outside Head Start. (See also the following section of this booklet.)

STEPS IN BEGINNING THE CAREER DEVELOPMENT OF STAFF MEMBERS

GETTING CAREER DEVELOPMENT UNDER WAY

During or after the establishment of a career development program in a Head Start center, there will be the task of actually getting career development under way for each staff member. In order to do this, a systematic approach, similar to the way a job candidate is interviewed by employment personnel in industry, can be used. The object in Head Start is finding the right job for each individual, as well as finding the right individual for a particular job. Below are points to be considered by Head Start career development coordinators and their teams when beginning the career development of individual staff members.

THINGS THAT <u>CAN</u> BE DONE

<u>Points To Be Discussed with Each Staff Member by Coordinator:</u>

1. What are the job interests and the immediate and/or long-range goals of the staff member?
2. Types of jobs performed in Head Start; what types of work in Head Start interest the staff member?
3. What can the staff member do? What sort of life experience does the staff member bring? What personal traits and abilities have been developed through this experience?
4. What potential skills could the staff member develop in Head Start?
5. What interests, which may not directly relate to a job, does the staff member have? How might these interests be pursued further?
6. What amount of formal schooling or training has the individual already gone through?

7. What training and other experiences would relate to the staff member's development as an employee and as an individual?

Coordinators' Tasks Regarding Each Staff Member:

1. Supporting the staff member in identifying his goals and values and in developing his career plans.
2. Supporting the staff member in forming an accurate image of himself which may then permit the greatest development of individual potential.
3. Planning with each staff member a series of training and work goals that cover a period of 18 months to two years.[11]
4. Providing a staff member with information regarding all training and employment opportunities within and outside the Head Start Center.

Coordinators' and Team Tasks Regarding All Staff Members:

1. Orienting staff members as a group to career development.
2. Surveying available training opportunities, including the ways in which one can obtain a G.E.D. This involves finding out when and where G.E.D. preparation classes are given in a particular locality.
3. Surveying resources for other training, education, and employment in and outside Head Start.
4. Organizing and scheduling pre-service and in-service training.
5. Providing staff members with publications, memos, and other materials related to their work and training opportunities.

6. Keeping brief but accurate records of staff members' training, education, and work.
7. Providing all staff members and prospective trainees or staff members with a written job description and a personnel practices code. The job description includes:[12]

   - date, name, phone number, and address of agency; person to contact
   - job title and general statement of responsibility
   - hours of work
   - name of supervisor
   - skills to be developed (see task analysis)
   - salary and salary increments
   - all specific tasks to be performed and how they are to be performed. This information is drawn from the activities listed in the task analysis of particular positions. (These tasks are the basis for training and evaluation. Only the tasks for which one has been trained would be evaluated.)
   - job requirements for (a) selection and (b) advancement. At the entry level there need be no skill requirements for which one cannot be trained in pre-service training. Advancement requirements include work, training, and educational experience, which, when completed, permit a staff member to move up to the next job on the career ladder or to hold specific positions outside Head Start.

method of evaluation – by whom, how often, on what, and in what manner? The points (criteria) on which one's work is evaluated are determined by the task analysis. If there are written evaluations, does the evaluated staff member read it and then sign it? What is the procedure if a staff member and supervisor are not in agreement as to the content?

The personnel practices code is a statement of a center's policies regarding all employees that includes:

- a description of in-service training and other training opportunities
- an easily understood diagram of career ladders which will indicate possible horizontal, as well as vertical, movement
- the procedure for submitting grievances when necessary
- provisions for sick leave and vacation; fringe benefits

TRAINING FOR NEW PROFESSIONAL ROLES

Most of the above points would apply to all staff members. In order that the paraprofessionals' career development be carried out, new roles for professional staff members, focusing on training, counseling, curriculum, staff consultation and supervision, and career development advocacy, must be developed. Training for these new roles is as essential as the training for staff members who are employed on the beginning rungs of a career ladder.

In addition to arranging training in the center for professional staff members, coordinators can, according to Head Start, promote and recommend national, regional, and local training sessions. Joint training of professionals and paraprofessionals, designed to improve teamwork, is recommended as well.[13]

A BASIC GOAL

One nationwide study of auxiliary personnel in the classroom concluded that what is needed today is "team training of administrators, teachers, other professionals, and non-professionals, so that the needs of children become more important than the needs of adults for personal achievement and recognition."[14]

ROLES OF CAREER DEVELOPMENT COORDINATORS AND COMMITTEES

Career development coordinators will be concerned primarily with carrying out career development in their own centers. Many coordinators will have a second role as members of an area-wide career development committee at the applicant agency level. (Applicant agencies include several delegate agencies. Delegate agencies may consist of one or more Head Start centers.)

HEAD START'S MANDATE

According to Head Start guidelines, each Head Start center (delegate agency) must have "at least one professional and one nonprofessional to serve as Career Development Coordinators." Career development committees at the applicant level should be representative, to the greatest degree possible, of all career development committees at the delegate agency level. All committees are to be made up of 50 percent or more of "nonprofessional staff of full-year Head Start Child Development Programs."[15] Committee members are normally elected by the staff members of the centers where they work.

FUNCTIONS OF CAREER DEVELOPMENT COMMITTEES

As members of an area-wide, applicant agency career development committee, coordinators will participate in a limited number of activities for which the committee is responsible. According to Head Start's outline of the functions of career development committees,[16] they should:

1. Establish a job development plan covering at a minimum:

- recruitment and selection procedures
- career ladders
- job descriptions
- compensation procedures
- standards of selection of personnel for training
- evaluation and promotion procedures

The establishment of a job development plan would be done in cooperation with staff specialists[17] and the Policy Advisory Group, particularly in places where the Policy Advisory Group has already developed various aspects of a career development program. If separate plans are written at the delegate level, "maximum efforts should be made to assure coordination of the various plans."[18]

2. Evaluate the relevance and usefulness of training and education programs, including proposed courses and pre-service and in-service training

3. Recommend various types of training and education to the program director

4. Coordinate all training and education programs

5. Review evaluations of the performance of people in training

6. Recommend professionals and program assistants to serve as career development coordinators

HEAD START STRUCTURE AND CAREER DEVELOPMENT:

Project Head Start requires that all full-year grantees submit a comprehensive career development plan to the regional office with their yearly application for funding. These applications are reviewed by a Policy Advisory Group of applicant and delegate agencies. Policy Advisory Groups (applicant or grantee Policy Advisory Councils, delegate Policy Advisory Committees, and individual center Parent Committees) are meant to be formed at every level of Head Start organization, according to Head Start requirements. They are composed, by at least 50 percent, of Head Start parents or parent representatives who are elected by the parents. (In applicant agencies and in delegate agencies where more than one center is part of the agency, the PAC includes representatives who are parents from all the individual centers.)

... POLICY ADVISORY GROUPS.

These Policy Advisory Groups "assist in the development of and give approval to the application" (which includes a center's budget and a career development plan), before it is submitted each year to the regional office. They also have responsibilities in selecting all staff members, suggesting changes in program, organizing activities for parents, etc.[19] It is the Policy Advisory Group which is the legally recognized representative body of Head Start centers and agencies.

GETTING IT ALL DONE

In designing a career development plan, some applicant career development committees may be assisted by a small, full-time staff which includes a paid career development director. A major function of this staff is to help carry out the work of the career development committee.

In order for committees to accomplish all they are meant to do, they may decide to form several subcommittees which reflect local needs. The following subcommittees have been formed by one applicant level career development committee:

1. Budget and Funding
2. Task Analysis
3. Job Development
4. Training and Education
   a. Pre-service
   b. In-service
   c. College
5. Evaluation

Other committees which have been suggested include ones on paraprofessional organization and scholarships.[20] As the work of committees develops over a period of a few years, their subcommittees will change according to goals that have been reached and new jobs that need to be done.

The activities of career development coordinators in individual centers, which are meant to be shared with other staff members, have been summarized by Head Start to include:[21]

1. Providing special counseling to employees concerning their career growth and development in the Head Start program
2. Serving as resource persons for information relating to other career possibilities

3. Serving as trainers in center workshops covering orientation to Head Start concepts and goals and other specific topics
4. Coordinating the scheduling of the various kinds of training programs available
5. Coordinating all logistic problems related to training, transportation, babysitting, etc.

More generally, the responsibilities of career development coordinators and their committees or teams in each center could include (a) drawing up a center's career development plan (in cooperation with the applicant agency career development committee), (b) carrying out this plan, (c) evaluating the career development program from time to time, (d) supporting the career development of Head Start staff members in a center, and (e) supporting community action on behalf of career development.

These responsibilities relate to both the roles of the career development coordinator in an individual center and to the work done by area-wide career development committees. They will be discussed in the next three sections as they concern arranging for:

- training and educational opportunities
- relevant community action which has among its goals the location and creation of job opportunities
- supportive services, including informal counseling

CAREER DEVELOPMENT TAKES TIME.

The responsibilities of career development coordinators, even in individual centers which are not delegate agencies, are extensive and could easily take up the full time of one or two people. As it is, career development coordinators usually hold other positions. Therefore, the tasks of the career development coordinator can be shared with other staff members and perhaps with parents who are interested in career development. These persons, who may volunteer or be elected, would make up a career development team in centers that are not delegate agencies. Centers that are part of a delegate agency would probably all be represented on a delegate agency career development committee.

THE TEAM APPROACH

Working with a committee or team provides support for a career development program and helps to insure that the program represents the ideas of the center as a whole. An important skill of coordinators is the ability to involve both professional and new professional staff members in reaching career development goals. Many staff members have skills they may or may not use on the job, that could be very important in planning and carrying out a career development program. All-staff training, in which career development is clearly defined and explained, may be needed to encourage this involvement.

RELEASING STAFF MEMBERS FOR CAREER DEVELOPMENT

Another way of carrying out an effective program would be to release one or both of the career development coordinators from their normal responsibilities, for one or two full days a week. This staffing pattern would not exclude the team approach or working with a committee. A third possibility would be to propose to the Policy Advisory

Committee or Group of individual centers that a paraprofessional career development coordinator position be written into the budget as a full-time position. Such a position might be introduced as a rung on the community services ladder. The person filling this slot would work with a center's career development committee or team and under the guidance of the staff member who serves as the professional career development coordinator.

VOLUNTEER SERVICES FROM CIVIC GROUPS

Career development coordinators, area-wide committees, and center committees or teams might also draw on the services of civic, religious, and philanthropic organizations. Individual volunteers from professional organizations or local colleges could take on projects such as researching and compiling information and supporting community action on behalf of career development. Kinds of information that could be researched and compiled are:

1. Available government and private training opportunities in an area
2. Local colleges and universities which offer relevant courses
3. Organizations which offer scholarships
4. Government agencies and other organizations which offer information on job opportunities in the area
5. Agencies, schools, etc., which employ people in positions similar to those in Head Start[22] (See also the following section and the booklet in this series on career ladders.)

SOURCES OF ASSISTANCE

If problems arise or if information is needed regarding career development, assistance is available from the following sources:

- -- HEW regional offices (See Appendix F.)
- -- Head Start Regional Training Officers (Contact the regional office or applicant agency for names and addresses of RTO's serving a specific area.)
- -- firms or organizations, listed in Appendix A, which are contracted by national Head Start to give technical assistance in career development within specified geographic areas
- -- the two firms contracted by Head Start which have nationwide projects (supplementary training, the distribution of information on career development) in addition to contracts for technical assistance within a certain geographic area. (See Appendix A.)
- -- other agencies or organizations which actively advocate and assist career development (See Appendix A for suggestions.)
- -- paid consultants

In one rural area, Head Start staff members and parents have begun their own corporation, which offers consultation services to parent and career development groups.

If the groups served do not feel these services are satisfactory or effective, no fees are charged.

Consultants can be brought in without cost to the Head Start center, through the community representative of the HEW regional office. Regional offices often use consultants who are hired by a company which has a nationwide grant from Head Start to provide assistance in various aspects of Head Start programs.

TRAINING AND EDUCATIONAL OPPORTUNITIES

TRAINING SHOULD BE SCHEDULED.

Career development coordinators and their committees or teams will arrange for and schedule pre-service and in-service training. It is often recommended that professionals and paraprofessionals participate together on a regular basis in some of the training sessions. It is also recommended that professionals who work with program assistants or aides be specifically trained for this role.

Pre-service training should be designed to prepare the staff members for the first day of work in a center. In addition to covering Head Start functions and objectives and the skills necessary for two or three specific job activities, pre-service training establishes who is meant to do what, on the first day. In this way embarrassment in front of children is avoided and the confidence of a new staff member is reinforced. Generally, a significant part of pre-service training should be devoted to the trainees' understanding of themselves and of the unique contribution they will make.

FREEING STAFF MEMBERS FOR IN-SERVICE TRAINING

Regular in-service training, to which 20 percent of a staff member's working week is devoted, will present the problem of how the staff members' regular responsibilities are taken care of during the time they are involved in training sessions. However, parents might substitute for staff members on a paid or volunteer basis. This way children see familiar faces, and the continuity of a program is not broken by bringing in substitutes from the outside.

... BY PROVIDING PARENT SUBSTITUTES WHO RECEIVE TRAINING.

One Head Start center has set up a program for training parents to become paid classroom substitutes. The program consists of six two-hour sessions conducted over a period of three weeks, twelve hours or more of practice teaching, and at least one individual conference with each trainee during the practice teaching period. Similar orientation to tasks that could be covered by substitutes in the community services, health, or administration staff might also be organized. How extensive this orientation would be would depend on the type of tasks to be performed.

PARENT PARTICIPATION IN CAREER DEVELOPMENT

When it is possible, parent substitutes, particularly if they are volunteers, should have the opportunity to participate in in-service training, including career development meetings. Careful records should be kept by coordinators of the hours parent substitutes (as well as staff members) have trained and worked, so these parents can refer to their experience in Head Start when seeking employment elsewhere. Any volunteered time can also be counted toward the non-federal share of funding that is required.

Parent substitutes who have completed a specified number of hours of service and training could then qualify to fill Head Start positions on the second rung of a ladder, should an opening occur. Parent substitutes and volunteers should also receive information, as would other staff members, on G.E.D. classes, courses in community colleges, openings in other agencies, or any other opportunities.

USING THE TASK ANALYSES

The skills listed on the task analysis which are necessary to perform specific activities (including an understanding of child development and human growth, and

basic skills in reading, writing, speaking, and mathematics) should be the bases for the content of the in-service training and the choice of trainers. The training can be organized according to levels on a ladder and type of work. Senior teaching assistants would not ordinarily be trained for the same tasks as community assistant trainees (family worker aides). However, family worker aides and teaching aides can be trained together in the skills needed for doing jobs in both the community and the classroom.

STAFF MEMBERS AS TRAINERS

Center staff members such as teachers, assistant teachers, community services assistants, social workers, and directors may be the best people to train (act as trainers)because they are most aware of the specific activities which staff members perform. Depending on the locality, the area-wide career development committee might be a resource to individual centers and suggest persons to do training when staff members are not able to do so. In some cases, career development directors and/or coordinators will fill a training role themselves.

Expectations of trainers should be high. If the trainer expects a good deal of trainees because he respects their potential, the achievement of the trainees will for certain be greater than if little is demanded.

TRAINEES HELP PLAN FOR TRAINING SESSIONS.

Probably the single most important factor in the success of training is the degree to which the trainees—assistants or professionals—participate in the planning of the training sessions. The more actively participants are involved, the more committed they are to the success of the program and the more relevant the content of the training

will be. Regularly scheduled evaluation of the training by the participants and the trainers is an essential guide in planning future training sessions.

TRAINING SHOULD BE ACTIVE.

Training methods that actively involve the trainees through role-playing, discussing, questioning, responding, and visiting other agencies, programs, and community resources etc., are usually most effective. Role-playing in particular helps to build the confidence necessary for actually facing parents, children, neighborhood merchants, rental agents, welfare agencies, and the like. Observing is a more informal method of training which involves the setting aside of different days for each staff member to accompany and assist each of the other staff members in the center. It helps give new staff members a sense of the overall Head Start program. It also provides an understanding of the goals and problems faced by other staff members, both professional and paraprofessional.

TRAINING FOR ALL STAFF MEMBERS AS A GROUP

Some training should be conducted for professionals and paraprofessionals as one group, especially if the goal of a training workshop or session is to clarify roles and foster understanding among staff members. Other sessions devoted to the idea of career development itself and the new careers movement can be very helpful in clearing away resistance to something that is not familiar or thoroughly understood. Furthermore, resistance to change can even be used in the training itself. As stated in A Learning Team: Teacher and Auxiliary, "a training program (of school personnel in a district where teaching auxiliaries will be introduced) . . . starts with the assumption that most individuals will need to be helped to make changes, and it also utilizes conflicts and resistance to change as part of the focus of training."[23]

Training for some skills can be carried out on a one-to-one trainee-trainer basis. Assistant staff members will also benefit from practicing various skills with each other and by themselves. For this reason it is worthwhile to set aside, if possible, one room to be used only for training sessions and practice.

RESOURCE MATERIALS FOR TRAINING

Suggestions for in-service training content and methods can be found in the Head Start Rainbow Series, booklet 1-D entitled "Training Courses and Methods." Another pamphlet, "Training for New Careers and Roles in the American School,"[24] outlines a number of training approaches and methods. A comprehensive booklet on training that is useful to career development coordinators and to both trainees and trainers is "A New Careers Guide for Trainers of Education Auxiliaries," published by the New Careers Training Laboratory.

WHAT YOU REALLY NEED TO KNOW:

... THE SYSTEM

In order to fully use skills developed in training, staff members must know how to operate in the system in which they are being trained to work. Dozens of minor practical questions can block the effectiveness of a staff member if answers are not readily available. How do you operate a duplicating machine, use a phone book or dictionary, order materials, make long distance calls, or get information from libraries? How do you get information you need? Why, when, and how should you make an appointment with a supervisor in the welfare department? When should you talk to a director or supervisor rather than a receptionist? Who can get what done? How is such a person contacted? What are the resources beyond the local commun-

... AND HOW TO OPERATE IN IT.

ity that a social service, teaching, or health assistant could tap? Can a person use a tape recorder to make a report if he prefers to speak rather than to write? How diplomatic should one be? To whom, when, and why? What is intimidation? How is it avoided or overcome?

TRAINING FOR SYSTEM KNOW-HOW

Answers to these and other questions make up what is sometimes called "system know-how," which can and should be trained for in both pre-service and in-service training. But in order to know how to operate within a system, one must also know what the system is. During orientation to a Head Start program and career development, terms like HEW, OEO, CAA, CAP, career development contractors, credentials, private colleges, community colleges, community corporation, full-time student, part-time student, undergraduate, graduate, tuition, registration, registrar, matriculation, personnel office, etc., can be defined and discussed. The organization of a center and the sponsoring agency should also be clarified. A lack of system know-how has been pointed out as one of the most serious handicaps to persons who have not attended schools of higher education.[25]

HOW TO GET AN OFFICIAL EDUCATION

Providing meaningful educational opportunities to Head Start staff members involves making surveys of (1) where and how high school diplomas or an equivalency can be obtained, and (2) local institutions of higher education and their curricula. School catalogues can be obtained by contacting the registrars of colleges and universities. Community colleges should be closely examined, since they are supported by local taxes and are therefore less expensive.

SCHOLARSHIPS GO UNUSED

... BECAUSE NO ONE APPLIES FOR THEM.

Private schools which offer useful courses can also be considered. The schools, as well as private social service agencies and philanthropic organizations such as women's clubs, can be asked to provide scholarships to staff members who wish to take one or two courses each semester. Money to fund the education of Head Start staff members may also be available from other local antipoverty programs that have special grants or related projects.

DEVELOPING RELEVANT COURSES IN EDUCATIONAL INSTITUTIONS

Not all local colleges and universities offer courses or degrees related to skills needed in Head Start. Therefore, area-wide career development committees, joining forces with other social service agencies, may want to negotiate with colleges and universities to develop courses and degree programs which are geared to the needs of employees in the human services. Prior to approaching an institution, a sub-committee should investigate what faculty members, student groups, and departments in a college or university might favor such a program and who or what body has the power to make decisions concerning the development and acceptance of new courses and degree programs.

IT IS HAPPENING

In the Detroit area, five private, community, and state colleges agreed to cooperate in offering courses to Head Start staff members. This "consortium" (several groups cooperating for one purpose) was initiated by the firm Head Start contracted to administer supplementary training.[26] The credits for courses are automatically transferable from one college to another. Some of the courses offered include "Head Start: Goals and Practices," "Community Contacts: Working with Families," "The Young

Child and His Environment," "New Educational Roles," and "Nutrition in Action."

... WITHOUT COST TO THE STUDENTS.

Federal grants are available to colleges and universities to finance innovative educational programs for paraprofessionals, as a result of the Scheuer-Nelson Subprofessional Career Act, Education Professions Development Act, the Vocational Education Act, the National Defense Education Act, the Higher Education Act, and a number of other laws.[27] Programs financed under these grants are not paid for by Head Start funds or by the colleges and universities that are awarded the grants. Universities and colleges as well benefit from these grants.

COLLEGE PROGRAMS CAN RESPOND TO THE NEEDS OF STUDENTS IF

Head Start college programs (supplementary training) are designed to involve career development committees in the planning and modification of these programs. According to the firm Head Start contracted to provide supplementary training, committees agree, usually in writing, to the college's or university's proposal for participation in Head Start supplementary training. If the committee does not give this agreement, the firm will not approve the university's proposal, unless there are exceptional circumstances such as disagreement among several committees who are to participate in a single program. In fact, committees themselves should write the university proposal, according to this Head Start contractor. Clearly, career development committees have the right and the responsibility for adapting supplementary training programs to the needs of the Head Start staff members.

... COMMITTEES MAKE

The following is a list of considerations which committees may wish to gradually introduce into the college or university proposal prior to the yearly approval of the

THEIR NEEDS KNOWN.

contract or into other college programs that do not involve the participation of the firm Project Head Start contracted:

- transferability of credit among different schools or departments of a university or college
- transferability of credit among different state, community, or city colleges which are parts of a single system
- automatic acceptance of any A.A. degree as being equivalent to two years of college
- introduction of a course sequence that allows students to take courses of immediate relevance first
- introduction of procedures for evaluating the program of instruction
- review of prospective college instructors in the Head Start supplementary training program by the committee
- granting of substantial credit for training, work, and life experience
- holding of courses at Head Start centers, if that is advantageous to the staff members involved
- introduction of supportive services as part of a program, such as consultation, counseling, tutoring, remedial instruction, legal advice
- modification, if necessary, of requirements for enrollment in the program

In negotiating with schools, career development committees would most likely consult their Head Start Regional Training Officer, who is often connected with a university and is familiar with university structures and procedures.

GETTING THE NECESSARY CREDENTIALS

Problems arise as new kinds of training, educational, and work opportunities become available for paraprofessionals or new professionals. One major problem is that of adapting traditional credentialing requirements to present-day resources, needs, and methods of acquiring relevant technical skills. It is an important problem for new careerists because official credentials, in the present organization of most services, are necessary in order to receive more than a minimal salary. Ways have been designed to reduce the time required to earn degrees, but the challenge remains of adapting and standardizing these methods on an adequate scale throughout the country. Such methods include, as Sumner M. Rosen of the Institute for Public Administration states:

> ... the use of proficiency testing to enable student-workers to secure advanced standing, credit for in-service training, patterns of work-study modeled on the cooperative education approach, and even credit for "life experience" (on the assertion that it is relevant to effective performance). These are all elements in a strategy designed to provide alternative routes to meaningful credentials for those who are excluded from the conventional, traditional means of access to them. [Emphasis added.]28

... BY MODIFYING STRUCTURES

Accordingly, programs are being developed in which one can work and study at the same time. For example, teacher aides in New York City participating in a program sponsored by Career Opportunities, U.S. Office of Education (in cooperation with the Board of Education and the Model Cities Program), can obtain a B.A. degree by working and studying for four years. In Missouri, Webster College, in cooperation with a community college, has a three-year work-study program for veterans which leads to a

bachelor's degree and, for prospective teachers, a teaching certificate. New York and Massachusetts are introducing experimental programs, similar to Washington State's, for basing teacher certification on classroom performance.[29] In California, applicants for teaching jobs in children's centers are granted provisional instruction permits and then hired on the basis of education or experience (one year of experience being approximately equivalent to 30 semester hours of course work).

... AND REORGANIZING SYSTEMS

Along with these efforts to adapt new standards of credentialing to new circumstances are efforts to reorganize many established occupations for which credentials have been required. According to Rosen, this reorganization involves a "systematic and total reconstruction of roles and tasks, arising out of a redefinition of the mission and mandate of the key service systems in our society, beginning with education and health."[30] Head Start has been one of the pioneers in working to find such a redefinition and a workable relationship with the people it serves. Career development teams, as well as all Head Start staff members, should have a thorough understanding of this relation between new roles and new goals.

... TOWARD NEW GOALS

... THAT REQUIRE NEW ROLES

Growing out of this redefinition of mission and a reorganization of services are the principles of (a) the employment of community residents in "paraprofessional" positions, (b) the accountability of services to the people served, and (c) community or recipient rather than "professional" control of services. The second principle suggests that the people judging the quality of the services will not be those who deliver and administer the services but

... AND NEW 'RULES'

those who receive the services. The last principle permits the people who are dependent upon the services to make policy decisions regarding basic and administrative issues—issues which are clarified and analyzed by professionals who offer their judgment and recommendations.

... IN DOING OLD AND NEW JOBS.

The need to reorganize these services stems from critiques and studies which have found our present service systems seriously deficient in their performance. Service reorganization is often referred to by the new careers movement to "help validate the argument that new roles are waiting to be performed, for which there are not enough professionals and for which, even if there were, professionals would be inappropriate or unable to function."[31]

In working to expand educational and training opportunities, career development committees should be aware of these two aspects—modification and reorganization of the current systems of credentialing and delivering services. If services are reorganized and if modified forms of traditional credentialing are not appropriate to this reorganization, then what new means can be developed to insure quality service? Effective and innovative career development programs in Head Start that are based on a clear task analysis of all jobs within an agency and on effective in-service training designs may contribute the sort of experience that is needed to deal with this question.

FINDING FUNDS

Providing adequate training and educational opportunities requires the expenditure of funds. The ways of obtaining money for career development in individual centers

described in the first section of this booklet apply equally to applicant and delegate agencies. Just as individual centers and delegate agency career development coordinators and their committees can review their budgets, the area-wide career development committees can review the budget of their applicant agency as well. This review would hopefully lead to the development of a plan whereby the use of funds is organized in a way which is consistent with present needs. Regulations concerning the use of funds, as outlined in OEO Instruction 6710-1, "Applying for a CAP Grant,"[32] should be reviewed by a subcommittee of the career development committee as well as by individual Head Start agencies.

... MEANS KNOWING THE ROPES,

This OEO instruction gives information which points out the possibility of transferring, without regional permission, 25 percent of non-personnel funds to pay personnel if the entire budget is less than $100,000. By way of example, it has been suggested that if a saving is made because a discount from an oil company has reduced fuel costs or because other donations that reduce travel expenditures have been made, then these savings can be used for a career development program which might otherwise exist only on paper.[33] In planning the reorganization of a budget, career development teams and committees will want to work cooperatively with their Policy Advisory Group, which approves the budget before it is submitted to the regional office.

... BEING RESOURCEFUL,

Other sources of funds within center budgets that might be examined include money allocated, for example, to physicians for conducting vision screening for all children. A part of this money could be used to pay the physician to train paraprofessional staff members to do the screening.

The rest could then be used for career development. Similarly, a retiring dietition might train those with whom she has been working and then serve on a consultant basis as needed.[34] The number of part-time positions in a center might also be examined to see whether or not the same jobs could be done with fewer full-time people for the same amount of money. These staff members could then participate fully in the career development program of a Head Start center. (Other possibilities for the reorganization of staffing patterns are discussed in the booklet on career ladders of this series.

... TAPPING NEW SOURCES,

Reorganization of budgets and staffing patterns on the individual center and applicant level cannot be fully adequate substitutes for annual funding of career development in Head Start and elsewhere. Apart from the Head Start budget, there are other possibilities for funding career development. Richard Orton, Associate Director of Head Start, has pointed out—as reported in the Head Start Careers Bulletin (Feb. 1970)— several alternative sources of funds for career development. These include: the Department of Labor Title I of the Economic Opportunity Act, the New Careers and Mainstream programs, the Education Professions Development Act of the Office of Education, and the Public Service Careers program of the Department of Labor.[35]

... AND MAKING NEEDS KNOWN THROUGH POLITICAL ACTION.

During recent national Head Start conferences attended by parents, staff members, and others, administrators of the Head Start program from the Office of Child Development (U.S. Dept. of Health, Education, and Welfare) responded to questions concerning funding by stating: "If we have to focus our attention on money, then Head Start proj-

ects must pressure Congress for more money. But concentrating just on getting money won't work by itself. First, we have to get out of the traditional passive bag of saying, 'That's just the way things are and there's nothing we can do about it.' Then we can begin to try to persuade Congress. HEW will support our local efforts to pressure local Congressmen; HEW is ready to go along with us."[36]

MONEY ISN'T NEEDED FOR EVERYTHING.

It is important, however, to distinguish between those elements of career development which cannot be accomplished without money and those that can be carried through without additional funds. Mr. Orton has done this by pointing out: "You don't need money to establish a career development committee, or to develop training plans for employees, perform task analysis, set up grievance systems, or develop many of the other ingredients of a career development program. We believe that extra funds are needed for three things:

1. Substantial increases in training opportunities
2. New staff at the local level to administer the program
3. Salary increments for staff

Aside from those three things, career development can be implemented without extra money."[37]

If federal funding is not available and if budget reorganization is not possible, other means of compensation, apart from salary increments, can be considered. One method is that of reducing a staff member's work week while maintaining his present salary. The reduction of the number of weekly working hours compensates for the salary gap by

allowing staff members more time to study and devote to their families, and by increasing the actual amount earned per hour. Coverage for the hours a promoted staff member is not working could be provided by parent substitutes or volunteers.

HIGH PRIORITY FOR CAREER DEVELOPMENT

Getting career development off the ground in area-wide committees and in individual centers takes time. Doing the task analyses, designing career ladders, etc., requires considerable effort. But no matter how far along an applicant agency career development committee may be in designing or implementing a career development plan, individual centers can begin work at any time on career development. Realistically, career development can be effective only if it takes high priority in the overall program of a center. This means that in a center, staff members as a whole and the Policy Advisory Group have to come to a mutual understanding of career development and the forms it will take under the leadership of the career development coordinators and their committees or teams.

COMMUNITY ACTION

Career development committees or teams, as advocates of career development and expanded job opportunities for Head Start personnel, can consider any number of activities designed to open up job opportunities. They may:

-- urge other social-service agencies to develop, extend, or improve their career development programs[38]

-- plan joint ladders with other agencies so that transfer from Head Start is facilitated

-- urge local, federal, state, county, and city agencies in health and welfare to modify job classifications, develop career ladders, and hire paraprofessionals, particularly those who have had experience in Head Start

-- urge city and county boards and state civil service commissions to adopt new job classifications and to modify certification requirements[39]

-- advocate the establishment of a state-wide career development council

-- urge school districts to establish auxiliary teaching positions, career ladders, and job requirements that recognize experience in Head Start as qualifying employees to be placed in responsible positions[40]

-- make a survey (perhaps with the assistance of volunteers or of civic organizations) of local industries that offer training programs which might be of interest to Head Start personnel

-- encourage industries, businesses, employers, and trade associations (electrical manufacturers, furniture manufacturers, building trades associations, etc.) and labor unions to promote and adopt programs in which training, education, and advancement opportunities are built into jobs[41]

-- urge local businesses and industries to establish day care centers

-- maintain liaison at the applicant and/or delegate level with other organizations for the exchange of information about training programs and job openings outside Head Start. Such organizations include:

- the Urban Coalition
- the Urban League
- the state employment bureaus and/or state vocational and rehabilitation offices
- social service agencies
- public schools
- hospitals
- welfare departments and other city, county, and state agencies
- local Manpower offices and other federal programs (See also Appendix A.)

- state career development or new careers councils, where they exist

-- maintain contacts, at the center level, with nearby businessmen, who would be informed that the Head Start center could refer potential employees to them

-- assist spouses of Head Start staff members, particularly of those who are moving up a career ladder, in finding meaningful employment

GETTING INFORMATION TO STAFF MEMBERS

When career development coordinators learn of local programs which provide relevant training in addition to that offered at Head Start, they should distribute to staff members information concerning dates of registration, location of the program, etc. Possibly one member of a center's career development committee or team might be responsible for making inquiries, reading brochures that the center receives, and getting information to the coordinator(s) and other staff members.

... AND COMMUNITY RESIDENTS.

Communication between career development teams and their center's community services staff is especially important, because community or family workers can pass on information gathered by the career development team to parents and neighborhood residents. They may also hear of projects that the career development team would want to know about.

IF A STAFF MEMBER

As a result of meeting and talking with the career development coordinator, it may become apparent that a staff member does not want to continue in the areas of work

LEAVES, A CO-ORDINATOR SHOULD FOLLOW UP.

that are part of Head Start. A program outside Head Start might offer more to an individual in terms of his or her job interests. When a career development coordinator and a staff member consider job possibilities outside Head Start, they should make certain that the job is not a dead-end one—that it has training and advancement opportunities built into it. And after a staff member leaves, the coordinator should periodically contact both the former staff member and the new employer to see that career development is really taking place. Such outside opportunities may be in industry or business.

INDUSTRIES MAY WANT ADVICE.

Today many industries regard their own interests as coinciding with the interests of the new careers movement. But it is difficult to establish a training program that does not have a high drop-out rate unless one is aware of all the necessary components of career development, such as supportive services or orientation of present employees to a new program. Career development committees may want to conduct panel discussions and other programs for business leaders to discuss new careers projects and the methods of implementing them.

ALLIANCES FOR ACTION

In negotiating for the creation of new job opportunities or new services which would mean new jobs, career development committees can probably work best in cooperation with other organizations that are also interested in working toward these goals. These organizations will vary according to the locality and to the orientation or policies of the particular group. They might include:

- a New Careerist Association
- The Urban League
- The Urban Coalition
- the Chamber of Commerce
- labor unions
- professional organizations
- local manpower offices of the city, county, state, or federal government
- other organizations such as those listed in Appendix A

United action, whether on a neighborhood or a larger scale, reveals a movement's strength and its potential for effecting change. If an area does not have a local new careerist or new professional association, career development committees can help to create them.

STATE CIVIL SERVICE REGULATIONS ARE BEING MODIFIED.

Career development committees, in cooperation with other groups, can also work to modify the hiring practices of state and local governments. Some progress in this area has been made recently. For example, in California, Massachusetts, Minnesota, New York, New Mexico, and Michigan, significant changes have occurred in civil service requirements.

In Massachusetts, as a result of the efforts of an antipoverty program, a new classification — special service assistant — was created. This position does not require a high school diploma and pays approximately $500 per month. In Richmond, California, the City Council has decided to revise its personnel system to provide career opportunities for persons with low incomes and to bring city departments

closer to the poor. In Michigan, positions have been created that do not require more than an eighth-grade education and have built-in training and career opportunities.[42]

A LEVER FOR MAKING CHANGES: STATE-WIDE CAREER DEVELOPMENT COMMITTEES

One means of working for the modification of existing practices is to create state-wide career development committees. As a result of the efforts of Head Start and one of its contractors, a state career development committee has been established in Oklahoma. Efforts to set up similar state committees are now being made in Missouri and Nebraska. The purpose of a state-wide committee is not only to coordinate supplementary training, but to establish a state council on career development. This council would seek to develop the political and economic 'clout' necessary to coordinate and increase employment, training, and educational opportunities. It would consist of representatives from Head Start; the governor's office; educational institutions; state departments of health, education, and welfare; industry; manpower programs; and other related organizations.

A bi-state career development committee has been formed by Vermont and New Hampshire. This committee, initiated by a Head Start Regional Training Officer of this area, has negotiated with state educational agencies for the certification, as teachers, of former Head Start teacher aides and assistants who are hired to teach in the public schools. It has also written the supplementary training proposal for the University of New Hampshire.

The tentative membership of this 27 member committee includes one representative from each state Policy Advisory Committee and three representatives from each

CAA. Of these three representatives, two are aides or assistants and one is the professional staff member who serves as one of the career development coordinators of a center's program. Directors may serve on the committee as non-voting members. Votes cannot be taken unless half the members present are paraprofessional staff members.

All the functions of this new committee have not yet been established. Its members have proposed that it (1) seek representation on the committee of all Head Start centers in the two states, (2) seek regional and national representation on and promote the creation of career development committees on these levels, (3) have decision-making powers concerning courses and applicants for Head Start supplementary training, (4) review cases where paraprofessionals are not allowed to attend delegate and applicant career development committee meetings, (5) coordinate, for the benefit of Head Start employees, job openings in the various Head Start centers of the two states, (6) monitor and seek credit for in-service training, and (7) mobilize the resources of all the colleges and schools in the states.

INFORMATION PLEASE!

In conducting any sort of campaign, accurate, objective information which provides the bases for a particular goal is a crucial tool. A number of organizations listed in Appendix A are sources of information. For example, a booklet published by the New Careers Development Center entitled "Do Paraprofessionals Improve Human Services" presents up-to-date statistics on which the author bases the following conclusion: "Classes with paraprofessionals learn more, health services rendered by paraprofessionals reach more patients, cases handled by paraprofessionals are less likely to result in recidivism."[43] [Emphasis in original text.]

HOW WELL DO NEW CAREERIST STUDENTS DO?

Information is also available on the performance of new professionals in college and university courses. Following a report on the grade averages of new professionals, an article in the New Careers Program Assistance Bulletin states that it has been demonstrated that it is possible for individuals who come from "low income backgrounds with numbers of children, high divorce rates, financial, legal, and health burdens to compete in a major university and successfully complete credential programs offered within universities."[44]

WHAT DOES THE LAW SAY?

Two additional types of information are also useful: (1) data on relevant laws and regulations and (2) information on the social context of career development. The former would include, for example, information on what agencies subsidized by the government are required by law or contract to accomplish in combating poverty, as opposed, possibly, to what is actually being done. It would also include knowledge of laws such as the 1964 Civil Rights Act, which has been reinforced by a number of executive orders, and which prohibits holders of government contracts, as well as employers in general, to discriminate against minority groups when hiring employees. In one instance, the community surrounding a university which used federal monies to construct a library made public the fact that the labor force of the construction company was not properly representative of minority groups. As a result of community negotiations with the university, the union, and the construction company, this situation was corrected.

The second type of information, which is useful in gaining public support for a program, would include statis-

EXPLAINING ONE'S GOALS

tics available from libraries or organizations. Statistics such as those on unemployment rates among whites and non-whites or the number of people in a certain area working full-time and earning less than the sum welfare recipients receive, might be useful. It could also include the percentages of the national budget or gross national product (the differentiation between the two is necessary) that are spent on health, education, social services, foreign aid, medical care, the armed forces, military conflicts, advertising, tobacco, etc. Comparative statistics on such expenditures in this country and in other advanced industrial countries are also available in public and college libraries.

KEEPING UP WITH THE LATEST NEWS

Career development committees should also be aware of what is happening in other parts of the country and in Congress regarding new careers and other antipoverty programs. There can be little career development within a program if, for example, a program is about to be phased out of existence. If, however, committees are aware — perhaps through the work of a small sub-committee — of what laws relating to new careers are about to be voted upon in Congress or in committees, then Congressmen can be telegraphed, letter-writing campaigns can be conducted, and other forms of action can be organized on a private, community-wide basis.

... BY READING THE NEWSPAPERS,

Apart from following the newspapers, career development committees or sub-committees can keep abreast of developments, particularly with regard to proposed legislation, by consulting The Congressional Record, a daily transcript of proceedings in the national House of Representatives and Senate which is available in libraries or can be

obtained, often free of charge, from local Congressmen's offices. Summaries of proceedings are given at the end of each issue.

... TELEPHONING YOUR CONGRESSMAN,

For information on the status of bills before Congress, regulations for funding, or federal legislation, and general information or statistics pertaining to public matters, committees can also call the offices of their Representatives and Senators, who normally have research staffs and are generally willing to assist people in their electoral district. Copies of special requests to federal bureaus can be sent to Congressmen. In turn, Congressmen may be interested in knowing what groups they can contact to gain support for bills that are being examined by congressional committees.

... AND SUBSCRIBING TO PERIODICALS.

Periodicals dealing specifically with the new careers movement are available from various organizations. Among these periodicals are the New Careers Newsletter, the Head Start Careers Bulletin, Head Start Career Developments, and the New Careers Program Assistance Bulletin. These newsletters and bulletins report local and national events concerning career development and provide ideas for action, relative salaries earned by new professionals, and descriptions of programs that have been successful.

KNOWING WHAT'S GOING ON IN YOUR

Committees can research much of the above information as the need arises. However, they will need certain information at their fingertips before they even set

OWN BACK YARD

up a career development program. This information includes the Head Start structures and regulations concerning (1) the decision-making process in Head Start agencies, (2) the resources, however large or small, available to Head Start centers, such as regional or state Head Start parent organizations or Head Start provisions for babysitting fees, and (3) the regulations regarding career development.

DECIDING HOW TO GO ABOUT REACHING A GOAL

In addition to gathering information and preparing proposals to be presented to colleges, private businesses, and other agencies, career development committees should consider how they will actually go about meeting and negotiating with groups and individuals. A study of barriers to career development suggests that before negotiations, the active cooperation of sympathetic professional organizations be sought, that the backing of local political leaders be secured, that a new careerist staff member be the representative to speak with persons such as city councilmen (who may therefore be more sympathetic), and that a distinction be made between negotiable and non-negotiable goals.[45] Each situation must, nevertheless, be judged on its own merits when it comes to which organizations should be asked to participate in a plan or who should be a committee spokesman.

A short paper entitled "Negotiations" discusses five steps to take before meeting with individuals or groups.[46] These steps consist of:

1. Identifying the goal

2. Establishing the reasons why reaching this goal is desirable
3. Formulating specific requests or a position
4. Developing a plan for presenting one's position (This includes knowing the individual opinions of all those with whom one will speak, determining what concessions can be made, and choosing a single spokesman for the entire group.)
5. Monitoring and evaluating results (Meetings with other groups or their representatives should be recorded by a tape recorder or by a secretary for the career development group.)

For a detailed explanation of these five steps, committees can obtain this paper from the New Careers Training Laboratory, listed in Appendix A.

COMMUNITY SUPPORT IS INCREASED

As advocates of career development in the society at large, area-wide career development committees will need the active support of the staffs and communities of every Head Start center. One chairman of a city-wide career development committee has pointed out that a major factor which would contribute to the success of a center's or an area-wide committee's Head Start career development program is the involvement of parents as participants in the planning, training, and community action for career development.

This view has been reinforced by Project Head Start Associate Director Richard Orton. In responding to

... THROUGH PARENT INVOLVEMENT.

a question about parent participation and control of career development, he stated: "I do want to say emphatically that the degree to which parents have become involved (in career development) as expressed in our national conferences is something that we are going to make a maximum effort to accommodate within whatever legal restraints we have. We've been talking about this for years and now we are being asked to deliver, and we are going to."[47]

DEFINING GOALS

Parents, community residents, and staff members all have a stake in expanding employment, education, and training opportunities, as well as in improving the quality of a child's education through the career development of his teachers. But this connection between individual lives and carrying out an effective Head Start career development plan or the establishment of a training program in an industry across town may not, however, be obvious. Through meetings, leaflets, posters, etc., career development teams can provide people with the opportunity to perceive the importance to themselves, to their families, and to the society as a whole, of expanded employment, educational, and training opportunities.

SUSTAINING INTEREST

The ability to make a connection between what appear to be unrelated facts or events is probably one of the most important factors in sustaining the interest and participation in career development of staff members, parents, and community residents. In order to gain such a perspective, individuals can be encouraged to ask "why" and to consider circumstances which affect them. Why does poverty perpetuate poverty? What factors contribute to economic

success? What negative conditions can be changed; for example, why is or isn't the garbage collected in a particular neighborhood? Why are there more social problems in some areas than in others? Why is or isn't this or that group interested in getting people off welfare roles and into jobs? What do efforts to direct public spending into the human services mean for my family, my community, and the society as a whole? How can I exert an influence over the conditions that affect me and my family?, etc.

In working with the community, as well as on other aspects of career development, career development coordinators from nearby centers may find it beneficial to meet with each other to confer, exchange ideas, or plan joint projects.

DISAGREEMENT IS LESSENED

Career development, if it involves parents, can become a focal point which unites Head Start centers and their neighborhoods. This does not, however, erase the fact that both new professionals and professional personnel may not feel secure in actively supporting career development. Fear that one may lose a job and not have the possibility of moving into another job, or that one's present job may be done by someone else, is real. The question that follows is whether or not this fear is justified or based on a thorough understanding of career development.

... WHEN GOALS ARE DEFINED

An article in the Head Start Careers Bulletin has remarked that, "indifference of Head Start project directors toward career development has to be overcome. If the director can be convinced of the benefits of career development—improved services, mobility for the staff, the posi-

tive effect on other community organizations—then he will be willing to manipulate the local budget to provide at least some funds and to put pressure on other groups."[48] Professionals as a group should not feel threatened if they come to realize that career development will free them to better perform the jobs for which they have been or are being trained. Attitudes toward career development and new roles for professionals can also be considered by Policy Advisory Groups as an important part of a prospective employee's qualifications for a position in Head Start.

... WITH STAFF MEMBERS

... AND PARENTS ALIKE

Where Policy Advisory Groups are not thoroughly familiar with the philosophy and various components of career development, coordinators and their teams should make special efforts to communicate and cooperate with them regarding career development goals. And where Policy Advisory Groups are not aware of all their responsibilities and rights, career development teams will need to activate these groups in order to start their own program, particularly if it involves new staffing patterns and budget reorganization.

... AND WHEN THE COMMON OBJECTIVES ARE EMPHASIZED.

When one examines the stark necessity of filling and creating positions in the human services in order to meet basic human needs, it becomes clear that both paraprofessionals and professionals in service agencies have ample room within which to work. Career development committees can attempt to emphasize this common ground in pursuing career development plans. There may be difficulties, but they can only be reduced if career development committees themselves act with the commitment, courage, and straightforwardness they would like to confront.

DETAILS COUNT.

The degree of success a committee has in spreading career development beyond Head Start will probably correspond to the degree that its members can make the spirit as well as a program of career development an everyday reality in individual Head Start centers. For example, personnel practices (regarding access to information about meetings, days on which people are paid, length of vacations, provisions for sick leave, fringe benefits, etc.) which make distinctions between traditionally professional and paraprofessional positions can be modified in a way that expresses the philosophy of career development and new careers. Equality and respect carried out in day-to-day policies bring about the cooperation and teamwork needed for career development and give credibility to the efforts of a team or committee which is working to spread career development outside Head Start.

SUPPORTIVE SERVICES

As advocates of career development, coordinators at individual Head Start centers are interested in providing staff members with the practical and personal support that will allow them to train, study, work, manage a family, and integrate new roles and self-images all at once. On the practical level, this means that coordinators will consult with individual staff members concerning their everyday needs and then organize, with the assistance of the center team or committee and the applicant agency, the following services:

- -- transportation (car-pools or information about public transit systems where appropriate)
- -- tutoring
- -- remedial training in basic communication skills
- -- babysitting cooperatives
- -- legal advice
- -- counseling and counseling resources

Arrangements for appropriate career development counseling would be made in cases where the coordinators alone cannot confer with all the staff members or in cases where the problems that arise go beyond the responsibility and competence of a coordinator. The people involved in this kind of consultation might be determined by relative job experience, interest in learning about vocational aspects of the counseling process and, perhaps most important, ability to relate to other people. No coordinator or staff member involved in career development should be made to feel that

he alone should have to be able to deal with all the problems that come up, particularly those that involve emotional and deep personal conflicts which require in-depth personal counseling.

TALKING THINGS OVER

In order to provide personal support, career development coordinators can meet with staff members individually and in groups to discuss any number of topics that are specifically related to career development; problems encountered on their jobs, at home, and in school; feelings about themselves as staff members or students; questions about the program; opportunities outside Head Start; and other relevant subjects. It means giving encouragement . . . listening . . . asking the sort of questions of a person which will draw from him the solutions to a problem he is trying to solve. It means being aware of the counseling process in its vocational aspects.

ACTING AS AN ADVOCATE

Providing personal support also means getting answers from others when necessary or suggesting that one staff member consult with another staff member who may have had a similar experience or who may have a special competence. It means acting as a mediator, taking into account many sides of a question at once. It means talking to supervisors and trainers about the importance of their confidence in their assistants or aides, because this confidence or lack of it can determine, to a great extent, the quality of the aides' performance. It means communicating to other staff members what career development is all about. It means an endless number of things, all of which make up the glue that connects the different elements of career development.

DISCOVERING ATTITUDES

When discussing career development, underlying attitudes and questions will emerge: Is a job in the human services just another job? What is the objective of career development? Personal and vocational fulfillment? Authority and prestige? A cooled-off community, or a turned-on new professional? Why become a professional? For job mobility? Status? The opportunity to get something done? Is career development a mask? A tool?

... AND DISCUSSING THEIR IMPLICATIONS.

Although adults would hardly wash their hands over and over again, as children sometimes do to change the color of their skin, adults may hold similarly negative attitudes about themselves—perhaps without knowing it. Negative attitudes concerning oneself often work against the development of personal and employment potential and abilities. If entry into the larger society is a goal, then the individual's relationship to that society and its values can be discussed in career development sessions. These discussions can encourage self-confidence and inner direction, rather than conformity to television images. Personal and vocational or job development are interdependent; as one increases, so does the other.

THE CAREER DEVELOPMENT COORDINATOR: AN ORGANIZER AND A COUNSELOR

Thus, in working with other staff members to design and implement their center's career development program, coordinators assume a dual role, that of an organizer or coordinator and that of a career development counselor. As organizers, they may work on an area-wide career development committee, in addition to providing leadership in their own center. In this role, the coordinator's attention can be focused on "new careers" opportunities outside Head Start, as well as on career development in Head Start.

HEAD START: A BEGINNING FOR MANY

All of the components of career development are essential to the total development of all staff members, whether or not they will remain in Head Start in following their personal career plans. Head Start can be, for those individuals who so choose, a springboard into other agencies, schools, hospitals, and the economy at large, if its staff members are able both to benefit from a working career development program and to participate in well-organized efforts to open up opportunities outside Head Start centers. Within Head Start, career development is the key to better services and meaningful careers.

BARRIERS TO CAREER DEVELOPMENT

EXAMINING THE PROBLEMS: A WAY TO AVOID THEM

Anticipating problems in advance is often a way of avoiding them. Recognizing problems is often the first step in solving them. According to a Head Start report by Charles A. Jones, Assistant Director for Career Development and Technical Assistance, Project Head Start, "some of the reasons why many Career Development Committees are faltering" are:[49]

1. A tendency of Head Start directors to overlook the potential of committee members
2. A tendency of most committees to lack confidence in their own abilities [These two factors are perhaps interrelated.]
3. A "lack of guidelines from Head Start about what the committee is meant to do and how it should function . . . . Whereas the resultant freedom from direction has been an asset in the creation of plans that are uniquely suited to individual programs, it has also been a liability for those less-assured committees in need of more guidance."
4. A tendency of most career development committees to set higher entry and advancement requirements than does national Head Start. "We are not trying to minimize the importance of academic requirements [which are] essential for career development beyond Head Start . . . . [but] an incoming aide need not necessarily have a high school diploma. A career development

subcommittee should help the non-graduate prepare for the examination for the general education diploma."

5. The belief of many committee members that nothing can be done without money

Another study,[50] which evaluates new careers projects sponsored by the Manpower Administration, points out several factors that seem to apply to Head Start as well:

1. Small percentage of male enrollees
2. Inadequate entry-level salaries
3. The need for a greater involvement of local and state civil service agencies in "developing and certifying career ladders and their associated salary structure."
4. The need for increased training and educational opportunities
5. The need to implement career ladders in agencies where they exist only on paper
6. Insufficient attention to involving local professional associations and labor unions whose cooperation is essential for the acceptance, career advancement, and certification of trainees in various fields
7. The need of local projects for assistance in negotiating with employing agencies, local civil service and state merit systems, and colleges and universities

Head Start aides, assistants, directors, and regional personnel cite the following barriers to career development:

1. Non-transferability of skills developed in Head Start to other agencies; i.e., experience in Head Start is not recognized for what it is
2. Non-recognition of training experiences in terms of academic credit
3. Non-transferability of credit from one college to another, including those within a single state, city, community, or university system
4. Participation in supplementary training means that Head Start responsibilities, particularly in the community services, cannot be adequately performed
5. The difficulty of conducting sufficient in-service training and of carrying out a normal Head Start program at the same time
6. Inadequate salary increments for increased responsibilities, proficiency, training, and education
7. The large gap, in terms of salary, between the highest paraprofessional position and the lowest professional position
8. General fear of change
9. The reluctance of some directors and degreed staff members to help implement career development; the difficulty of translating policies made at national level into practice at local centers; the need for motivating adults to assume new attitudes and roles

10. Limited understanding or awareness of career development among staff members in general
11. Limited number of career development coordinators in individual centers and at applicant agency level
12. The difficulty of applying knowledge of career development gained in special training to center programs
13. Limited authority of career development committees
14. Inadequate supportive services in centers and colleges
15. Lack of extensive pre-service training
16. Lack of interest in G.E.D.
17. Fear of failure in front of peers
18. Extreme difficulty in attending college for divorced, widowed, or separated staff members who have families
19. Tendency on part of paraprofessionals not to be aware of or vocal about career development; unawareness of relative salary ranges or of long-range advantages of short-range advocacy
20. Lack of involvement of parents, or, when there is involvement, restrictions on use of parents' funds
21. Need for consistency in career development policies within an applicant agency that still allows for significant flexibility in individual centers
22. Underutilization of community resources

23. Limited resources for career development in rural areas
24. View of career development in Head Start as a manpower project rather than as an integral part of improved child, family, and community services
25. Reluctance of colleges and universities to offer relevant courses and programs
26. Lack of understanding of power structures, i.e., who makes what decisions, to what influences are a particular group or institution subjected, etc.
27. Control of credentialing institutions by exclusionary groups
28. Need for recognition of the relationship between career development (or new careers) and the reorganization of the human services which makes them accountable to the consumers of these services

Finding ways through or around these barriers to career development is hardly a simple task. However, if a group's attention is brought back again and again to the purpose of a Head Start center, that is, to its overall relationship with the community, priorities will become clear. Dr. Alan Gartner, Associate Director of New York University's Career Development Center, has summarized the issue of what career development means in terms of an agency's relationship to the community. He states:

> There is a growing acceptance of [new careers] programs by human service agencies. The question one must raise, however, is whether that acceptance marks a commitment to meaningful change or whether the new careerist is individually being co-opted and the service he renders is to explain the agency to the community (to shil or huckster for it), to cool out the community.
>
> The sharp attack under which professional practice finds itself today exacerbates these issues. If new careers is to be but a band-aid on a cancerous situation, then the response of the community will be hostile, and properly so. However, if the new careerists become a force for change, acting as the vanguard of the community, powering change, then they become part of the forces questioning present professional practices, challenging professionalism and credentialism, demanding accountability.
>
> Paraprofessionals are being strongly supported by activist community-based programs all over the country . . . . Community groups are probably supporting the expansion of paraprofessionals for a variety of reasons, including the need for jobs; but perhaps even more important is the desire to influence the staffs of the agency or institution, to have an "inside" (community) voice in the school for example. [Emphasis in original text.][51]

CAREER DEVELOPMENT: ONE WAY TO REACH RELEVANT SOCIAL GOALS

The purpose of Head Start career development is to improve the care rendered to children. The quality of this care depends upon the upgrading of staff members, as well as on the total health and ability to function and develop of Head Start families and communities. This community health or viability calls for the realization of three goals: (1) an expansion of economic opportunities, (2) an expansion of the human services, and (3) the accountability of public and private institutions to the people they serve.

New careers or career development is an essential element of all three of these objectives. Whether or not they are reached will determine the well-being of countless

numbers of children in this country. Whether or not Head Start career development can be effectively directed toward these broad goals will be demonstrated in the next few years.

In Head Start, the arms of career development are extended in two directions–toward our children and toward our society–joining at the point where a child meets those conditions that penetrate his family and define his outside world.

APPENDIX A

RESOURCE ORGANIZATIONS*

ACTION
P.O. Box 21313
St. Louis, Missouri 63115

An organization working for economic, social, and political change which furthers the well-being of black Americans. In support of its aims, ACTION has organized economic boycotts to bring about increased hiring of black people, demonstrated at church services, demanded greater regulation of police activity, and undertaken a wide variety of other projects. Publishes an annual Picture Magazine dealing with its work.

AMERICAN CIVIL LIBERTIES UNION
156 Fifth Avenue
New York, New York 10010

A national association of lawyers which provides free legal assistance in civil liberties cases. Works for legislation that provides for legal assistance to the poor, the rights of Indian tribes, improved court procedures, protection against discrimination, and reapportionment of state legislatures. Financed by membership contributions.

AMERICAN FEDERATION OF TEACHERS, AFL-CIO
1012 14th Street, N.W.
Washington, D.C. 20005

A national union of preschool, elementary, secondary, and college classroom teachers, affiliated with the AFL-CIO. Favors the use of paraprofessionals to assist teachers by performing functions which are assigned and directed by these teachers. The locals may vary in their policies on use of paraprofessionals and on other questions. AFT comprises state branches (which exist in most of the states) and more than 750 locals. Financed by membership contributions.

AMERICAN FEDERATION OF STATE, COUNTY, AND MUNICIPAL EMPLOYEES, AFL-CIO
1155 15th Street, N.W.
Washington, D.C. 20005

A national union of civil-service employees working for state, county, and city governments. Affiliated with the AFL-CIO. Conducts a high school equivalency program. Operates a training program to develop career

*This list is designed to (1) indicate the type of resources that might be tapped by career development coordinators and (2) provide the addresses of those agencies concerned with career development or new careers. The latter are preceded by an asterisk. Obvious and better-known organizations such as philanthropic, religious, civic, political, labor, student, and fraternal groups have not been listed. A comprehensive guide to national organizations available in libraries is the Encyclopedia of Associations, published by the Gale Research Company, Detroit, Michigan.

ladders for hospital workers. Its "district councils" and local branches, which exist in every state, are semi-autonomous. They may provide a variety of adult-education and job-development services. For example, the Federation's District Council 37, in New York City, operates a high school equivalency program and a training program for hospital employees. The national office is financed through contributions from its branches.

AMERICAN INDIANS UNITED
116 South Michigan Avenue
Chicago, Illinois 60603

A group of 43 organizations which works for the betterment of urban American Indians.

APPALACHIAN VOLUNTEERS
120 West Court Street
Prestonburg, Kentucky 41653

Operates a community intern project, a VISTA training program, several education centers, and technical and craft training programs. Organizes community-action projects. A private agency, financed largely by OEO and other government organizations, which operates in Kentucky, Virginia, and West Virginia.

ARCHITECTS RENEWAL COMMITTEE IN HARLEM, INC. (ARCH)
221 West 116th Street
New York, New York 10026

An association of architects, city planners, and lawyers which assists Harlem residents in carrying out urban-renewal projects. Operates a job-training and educational program geared to high-school dropouts. Studies include art, English, history, mathematics, graphics, and architecture. The Committee locates jobs with architects for all graduates of its program. A nonprofit organization working for government, private industry, and community organizations. Financed in part by a grant from OEO.

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL
36715 Wisconsin Avenue, N.W.
Washington, D.C. 20016

An association of individuals and groups interested in improving the education of children. (United States branches are usually listed in telephone directories under the names of their localities, followed by "Association for Childhood Education" or "ACE.") ACE's publications include What to Expect of Twos, Threes, and Fours, Parents and Teachers Work Together, and a large number of other pamphlets. Provides a nationwide information service. A nonprofit firm financed by membership contributions.

BERKELEY CENTER FOR HUMAN INTERACTION
1820 Scenic Avenue
Berkeley, California 94709

Offers training in community-building and in organizational, leadership, and personal development. Staffed by people from universities, seminaries, and job-training agencies. Services social-service workers and the general public. Church-sponsored.

BLACK BROTHERS SPEAKERS BUREAU
475 Riverside Drive
New York, New York 10017

A multi-racial organization of experts in various fields who are prepared to speak "blackly" on social problems. The speakers' topics include self-determination, aspects of the church and the university, racial relations, and community action.

CENTER FOR URBAN ENCOUNTER (CUE)
2200 University Avenue
St. Paul, Minnesota 55114

Offers studies in urban and Indian community problems for Minnesota. Church-sponsored.

CENTER OF METROPOLITAN MISSION IN-SERVICE TRAINING (COMMIT)
817 West 34th Street
Los Angeles, California 90007

Offers training in leadership skills, organizational development, community action, environmental analysis, and other fields. Uses the resources of universities, Operation Bootstrap, The Urban Coalition, the Welfare Rights Organization, and other groups. Serves Nevada, Arizona, Hawaii, and Southern California. Church-sponsored.

CHILD STUDY ASSOCIATION OF AMERICA
9 East 89th Street
New York, New York 10028

A training organization which works with social-service agencies throughout the United States. Trains both professionals and paraprofessionals for jobs in the health services. Works with Head Start centers in the West and Southwest, training paraprofessionals to carry out projects to increase parental involvement with the centers. Financed by foundations, private contributions, and HEW.

CHILD WELFARE LEAGUE OF AMERICA, INC.
44 East 23rd Street
New York, New York 10010

A federation of more than 300 member agencies in the U.S. and Canada, devoted to the improvement of care and services for children of low-income families. Trains unemployed and underemployed persons, including the educationally disadvantaged, for careers related to child care. Provides legislative groups with information necessary for the passage of sound legislation. Publishes monographs on child welfare, books, and a newsletter. Provides an information service which answers questions on all aspects of child welfare. Financed by membership dues, grants from foundations, United Fund donations, and private contributions. Provides nationwide information services.

COALITION JOBS
55 Fifth Avenue
New York, New York 10003

A local agency operated by the National Alliance of Businessmen, Inc. and the New York Urban Coalition, to encourage the hiring and training of

persons with low incomes. Locates jobs which offer training and possibilities for advancement, and forwards the information to the New York State Employment Service and the New York City office of Manpower and Career Development. Informs prospective employers of possibilities for grants from the U.S. Department of Labor to finance job-training programs. Part of the national Job Opportunities in the Business Sector (JOBS) Program, q.v. Staffed largely by volunteers. Financed by the Ford Foundation.

COLUMBIA CENTER ON SOCIAL WELFARE POLICY AND LAW
401 West 117th Street
New York, New York 10027

Part of the Legal Services Program of the U.S. Office of Economic Opportunity; affiliated with the Columbia University School of Law. Conducts research on the legal rights of welfare recipients; supports OEO-funded legal services programs and other legal organizations through education and assistance in the preparation of important litigation. Seeks to reform welfare administration. Publishes studies, handbooks, and other materials on issues related to social welfare. Provides nationwide information services. Financed by OEO.

COMMUNITY ORGANIZATION MEMBERS BUILD ABSOLUTE TEAMWORK (COMBAT)
8th and Adam Streets
Steubenville, Ohio

COMBAT is a coalition of 25 church, civic, social, and special interest groups.

COOPERATIVE AREA MANPOWER PLANNING SYSTEM (CAMPS)
New York City Manpower and Career Development Agency
220 Church Street
New York, New York 10013

A local organization which is seeking authority to coordinate Federal, state and city programs to recruit, educate, train, and employ persons with low incomes. At present, CAMPS comprises 28 agencies, including the New York City Central Labor Council, the State Department of Education, and the Citywide Coordinating Committee of Welfare Groups. Financed by New York State, with funds originally from the U.S. Dept. of Labor.

CO-OP TRAINING CENTER
P.O. Box 139
Edwards, Mississippi

Trains people with low incomes for work in cooperative stores. The center and the cooperatives are run by the Poor People's Corporation, q.v.

COUNCIL OF THE SOUTHERN MOUNTAINS, INC.
CPO 2307
Berea, Kentucky 40403

Seeks to promote the well-being of residents of Appalachia through a wide variety of programs. Offers job-training and placement services for the unemployed; basic academic courses for adults, children, and people with special problems; counseling in family planning; and programs to provide low-income housing and to renovate substandard housing. Works to develop jobs. Publishes material

on Appalachia. Financed by foundations, private contributions, earnings from its book-and-craft shop, and contracts with HEW, OEO, the Labor Department, and the Commerce Department.

JOSEPH A. DAVIS CONSULTANTS, INC.
104 East 40th Street
New York, New York 10016

An employment agency which conducts programs related to job-training and job development, giving primary consideration to persons with low incomes. Provides counseling and prepares resumes free of charge. Conducts sensitivity-training courses, emphasizing the thinking and needs of black people, for companies' staffs. A private, profit-making organization.

DIXWELL LEGAL RIGHTS ASSOCIATION
294 Dixwell Avenue
New Haven, Connecticut 06511

Offers legal aid and social services to residents of the poverty community of New Haven. Its goals include the training of workers to provide legal services, the education of the poor on their legal rights, particularly in housing and welfare, and the improvement of existing social-service institutions.

*EDUCATIONAL PROJECTS, INC.
1717 Massachusetts Avenue, N.W.
Washington, D.C. 20036

A firm funded by Head Start to assist career development. (The Head Start program is directed from Suite 410, 1012 Baltimore Avenue, Kansas City, Missouri 64105.) Holds career development workshops and provides ad hoc technical assistance to career development programs. Priority is given to local projects and development of local resources, rather than to statewide workshops. Serves HEW Regions V, VII, VIII, and X. Special contract for nationwide Head Start supplementary training. A private, nonprofit organization.

ECUMENICAL CENTER FOR CONTINUING EDUCATION
Community Resources Training
c/o Cincinnati Metropolitan Associates
2699 Clifton Avenue
Cincinnati, Ohio 45222

Provides training in community organization for residents of metropolitan Cincinnati. Sponsored by the Episcopal Church and other community organizations.

FEDERATION EMPLOYMENT AND GUIDANCE SERVICE
(See "Federation of Jewish Philanthropies of New York.")

FEDERATION OF JEWISH PHILANTHROPIES OF NEW YORK
130 East 59th Street
New York, New York

An association of 130 health and welfare agencies serving the metropolitan New York area. Raises and distributes funds for health and welfare projects. Its Federation Employment

and Guidance Service provides counseling, educational and vocational guidance, psychological testing, vocational rehabilitation, free job placement, and other services. Network, published irregularly, describes the activities of the organization as a whole. Financed by private contributions.

GENERAL LEARNING CORPORATION
3 East 54th Street
New York, New York 10022

A company which markets a wide variety of products and services related to career development and to childhood and adult education. Its Career Programs Division provides occupation-related training and education, under contracts with government agencies and private industry. This division also publishes the General Education Curriculum, designed to help adults obtain a General Education Diploma. This programmed material is designed for individual use and proceeds from primary through high school subjects. The company also produces learning aids for pre-school, elementary, and high school children. The Educational Services Division offers consultation services to schools and to local, state, and federal educational agencies, on administration, planning, and development of educational programs; training of teachers, administrators, and paraprofessionals; and other subjects. Publishes instructional guides for teachers. A private, profit-making organization.

HEAD START INFORMATION CLEARINGHOUSE
(See "Information Clearinghouse.")

HEALTH POLICY ADVISORY CENTER, INC. (Health-PAC)
17 Murray Street
New York, New York 10007

An independent research and education center devoted to health issues. Conducts forums on the health-care crisis, and gives technical advice to community, professional, and student groups. Publishes Health-PAC, a monthly bulletin which provides information on government and private health-care programs. Foundation-supported.

HUMAN, ORGANIZATIONAL, POLITICAL AND ECONOMIC DEVELOPMENT (HOPE)
2749 Lyons Avenue
Houston, Texas 77020

An antipoverty group which provides job-training and employment programs, offers counseling, and works with youth. It has set up an investment and loan corporation for the economic development of low-income communities.

*INFORMATION CLEARINGHOUSE
4301 Connecticut Avenue, N.W.
Washington, D.C. 20008

Part of the National Institute for New Careers, which is a division of University Research Corporation (q.v.), a firm funded in part by Head Start to assist career development. The Clearinghouse distributes materials it publishes in conjunction with the

Institute, as well as publications of the Institute. Among these are Head Start Careers Bulletin; New Careers Perspectives, a reprint series; Head Start Career Development; Upreach: Community Action Agencies Career Development, a reprint series; and New Careers Program Assistance Bulletin. In addition, the Clearinghouse maintains a library of publications on career development and related subjects; prepares and distributes annotated bibliographies; and operates a Head Start Reference Service to answer questions on career development and related subjects. Provides nationwide service.

*INSTITUTE OF PUBLIC ADMINISTRATION
55 West 44th Street
New York, New York 10036

A research and educational institution dedicated to the study of urban problems in New York City and throughout the world. Accredited to grant master's degrees in public administration. Conducts New York City's Training Incentive Payments Program (TIPP), which works on developing career ladders for low-income workers in private industry. TIPP encourages employers to upgrade jobs and raise salaries by reimbursing employers for a percentage of the salary increases. TIPP also gives employers advice and information on how to train and upgrade their employees. The Institute is a nonprofit firm financed by grants from foundations and by government contracts for studies of urban problems.

INTER-RELIGIOUS CENTER FOR URBAN AFFAIRS
1221 Locust Street
St. Louis, Missouri 63103

Conducts courses in sensitivity training, organization planning, urban problems, low-income housing development, social-psychological testing, and other fields. Church-sponsored.

INTER-RELIGIOUS FOUNDATION FOR COMMUNITY ORGANIZATION (IFCO)
211 East 43rd Street
New York, New York 10017

Provides money, training services, and technical help to its 23 member-groups. These groups are community-development projects at various locations throughout the United States.

JOB OPPORTUNITIES IN THE BUSINESS SECTOR (JOBS)
c/o National Alliance of Businessmen, Inc.
726 Jackson Place, N.W.
Washington, D.C. 20506

A national program which seeks to recruit, hire, and train the urban poor, and to develop jobs for them. Works to provide summer and temporary jobs for young people. Conducts vocational guidance programs in metropolitan school systems. The recently organized JOBS effort has succeeded in finding jobs for more than 100,000 persons in its first year of operation. Conducted by the National Alliance of Businessmen, q.v., in cooperation with the Labor Department, other

government agencies, community groups, and private industry. (See also "Coalition JOBS," for a description of New York City's program.) Financed by the Labor Department and by private contributions.

LAW STUDENTS CIVIL RIGHTS RESEARCH COUNCIL
156 Fifth Avenue
New York, New York 10010

A national organization of law students providing legal research assistance to organizations, community groups, and individual lawyers working in the fields of civil rights, civil liberties, and poverty law. Staffed by volunteers and financed by foundations and private contributions.

LEADERSHIP RESOURCES, INC.
1750 Pennsylvania Avenue, N.W.
Washington, D.C. 20006

Conducts problem-solving training programs on organization management. Provides consultation and resources for management. Serves business, government, industrial, educational, civic, and social organizations. Publishes literature on management. A private, profit-making organization.

MASSIVE ECONOMIC NEIGHBORHOOD DEVELOPMENT, INC. (MEND)
200 East 116th Street
New York, New York 10029

A social service agency for residents of East Harlem, New York City. Provides free health services. Conducts free courses in basic high-school subjects. Offers job-training and job-development services. Staffed in part by volunteers. Financed by OEO.

MEDICAL COMMITTEE FOR HUMAN RIGHTS
1520 Naudain Street
Philadelphia, Pennsylvania 19146

An action organization for health professionals. The Committee, which publishes Health Rights News, has local chapters in many cities.

MENTAL HEALTH MATERIALS CENTER
419 Park Avenue South
New York, New York 10016

Publishes and distributes materials on mental health. Conducts research, writes brochures, and maintains a library of materials on mental health. Publications include a series of bulletins on adult and child development. Provides nationwide information services. A nonprofit firm financed by grants from foundations and by publishing contracts with other nonprofit organizations and HEW.

METROPOLITAN ECUMENICAL TRAINING CENTER, INC.
2015 Allen Place, N.W.
Washington, D.C. 20009

Provides training in community action, group leadership, organizational development, social-systems analysis, and other fields. Serves workers in government, business, education, and

the church in the Washington, D.C. and Baltimore areas.

METROPOLITAN URBAN SERVICE TRAINING, INC. (MUST)
225 East 49th Street
New York, New York 10017

Provides job-training, including a training-of-trainers program, for clergymen, church members, and community groups in metropolitan New York. The organization's interracial, ecumenical staff is dedicated to racial justice and to improving the economic and political conditions of persons with low incomes. Church-sponsored.

MOBILIZATION FOR YOUTH
214 East Second Street
New York, New York 10009

A social service agency which conducts research on social problems and initiates projects to eradicate local poverty and its effects. Provides legal, employment, educational, and other social services. Financed by grants from OEO, the Labor Department, and New York City.

NATIONAL ALLIANCE OF BUSINESSMEN, INC.
726 Jackson Place, N.W.
Washington, D.C. 20506

A nonprofit organization of businessmen, with branches throughout the United States, working with government and private industry to recruit, hire, and train the urban poor. Seeks to develop jobs for persons with low incomes. Its national program is called "Job Opportunities in the Business Sector (JOBS)," q.v. (See also "Coalition Jobs," for a description of New York City's programs.)

*NATIONAL ASSOCIATION OF NEW CAREERISTS
428 13th Street
Room 506
Oakland, California 94610

An organization comprising New Careerist Associations or New Professional Associations located in Detroit, Oakland, San Francisco, Los Angeles, New York, Pittsburgh, Minneapolis, and many other cities throughout the United States. (See also "National Council for New Careers.") Its membership includes professionals and new careerists. Works to stimulate national legislation that would provide mandates for the implementation of new careerist work-study programs. Seeks authority to help establish guidelines for Federal agencies' decisions which affect new careers programs. Staffed by volunteers and financed by private contributions. Groups are occasionally financed by local governments. Alternate address: c/o New Careers Development Center, q.v.

NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW)
2 Park Avenue
New York, New York 10016

An organization which recommends standards for individuals and organizations involved in social work. Active in recruiting students into the field. Has 173 chapters located throughout

the U.S. Endorses the use of paraprofessionals for such services as neighborhood community work, child care, homemaking, direct family assistance, and work with groups. One of its New York departments, the National Commission on Social Work Careers, is developing a model career ladder for social-work aides, which it intends to promote among social service agencies throughout the country. Publishes pamphlets and other materials on social work. Financed by membership contributions.

*NATIONAL CIVIL SERVICE LEAGUE (NCSL)
1028 Connecticut Avenue, N.W.
Washington, D.C. 20036

A citizens' organization working to improve public personnel management in state, county, and municipal governments. Works to increase job opportunities at all levels of government for persons with low incomes, through job development, removal of discriminatory civil service regulations, and changes in recruitment procedures. The League plans to formulate a model program for public employment of people with low incomes, after conducting research on successful government programs to utilize such persons throughout the United States. Publishes journals, newsletters, and monographs on issues related to civil service reform.

NATIONAL COMMITTEE ON EMPLOYMENT OF YOUTH
145 East 32nd Street
New York, New York 10016

A national organization, part of the National Child Labor Committee, which seeks to improve the effectiveness of activities designed to alleviate or solve youth unemployment. Seeks to expand job opportunities and improve the preparation of young people for employment. Its services to government agencies (federal, state, and local), organizations, employers, and unions include the following: job placement, job development, apprenticeship, and remedial education. NCEY has pioneered in the employment of paraprofessionals. However, a recent NCEY study found very dim changes of advancement for paraprofessionals, largely due to their lack of college degrees. Develops programs; conducts research; trains supervisory, professional, and paraprofessional staff in program and management techniques; provides technical assistance; holds conferences for program and policy development and public education; and conducts pilot programs to test innovative approaches. Among its publications are A Guide for Training Neighborhood Workers in a Community Action Agency and Sourcebook for Neighborhood Aides in Community Action Programs.

NATIONAL CONFERENCE ON SOCIAL WELFARE
22 West Gay Street
Columbus, Ohio 43215

An association of individuals and organizations, including those providing and using welfare services, seeking to discuss problems in the field of social work and immediately related fields. An educational organization, the Conference's principal activity is

its annual week-long forum, devoted to a critical examination of basic social welfare issues. Conducts a job placement service for both professionals and paraprofessionals at the forum. Publishes annually The Social Welfare Forum and Social Work Practice, both including papers presented at the forum. Offers a manuscript service to the public, distributing other papers which were presented at the meeting. Financed by membership dues and fees charged for registration at the forum.

*NATIONAL COUNCIL FOR NEW CAREERS
1407 West Third Street
Dayton, Ohio 45407

An organization of professionals and paraprofessionals who are interested in aiding the development of new careers programs. (See also "National Association of New Careerists.") Provides limited technical assistance, training services, and information to new careers programs throughout the United States. Staffed by volunteers and financed by private contributions. Alternate address: c/o New Careers Development Center, q.v.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES (NEA)
1201 16th Street, N.W.
Washington, D.C. 20036

An organization devoted to the general improvement of education in the United States and to the protection and promotion of the professional, civil, and human rights of educators through legal and other assistance. The organization, which seeks to influence federal legislation affecting education, sees the addition of auxiliary personnel to school systems as "one of the most challenging and hopeful advances in modern education," because they can increase teachers' time for teaching. NEA's Association of Classroom Teachers offers a leadership training program, in cooperation with the National Training Laboratories institute for Applied Behavioral Science, q.v. Publishes a wide variety of material on education, including books, pamphlets, leaflets, and newsletters. Produces filmstrips.

NATIONAL FEDERATION OF SETTLEMENTS AND NEIGHBORHOOD CENTERS
232 Madison Avenue
New York, New York 10016

An organization which represents settlement houses and other neighborhood centers throughout the United States. Operates a training center which prepares people to be aides in settlement houses. Provides its members with advice and information in implementing job-training, educational, and other programs. Its publications include A Study of Neighborhood Organization and Neighborhood Gangs: A Casebook for Youth Workers. Financed by individual contributions, foundations, government sources, and income from publications and services.

NATIONAL INSTITUTE FOR NEW CAREERS (See "University Research Corporation.")

NATIONAL TRAINING LABORATORIES INSTITUTE FOR APPLIED BEHAVIORAL SCIENCE
National Education Association
1201 16th Street, N.W.,
Washington, D.C. 20036

Offers programs at its Washington headquarters and other locations in the United States, in human relations, organizational and community development, and occupational and educational training for professionals and nonprofessionals. Conducts research. Aims to link social science studies to social action. Offers counseling in the social service field. A nonprofit organization which serves schools, hospitals, religious organizations, government, private industry, and individuals. Publishes The Journal of Applied Behavioral Science, Human Relations Training News, and monographs, books, and training materials.

NATIONAL URBAN COALITION
(See "The Urban Coalition.")

*NATIONAL URBAN LEAGUE
55 East 52nd Street
New York, New York 10022

A social-service agency with 95 branches across the United States. (See the telephone directory for local listings, which may be under "Urban League" or under the name of the city.) Conducts community self-help programs, largely in low-income areas, to improve the health, safety, education, and economic well-being of the residents. Operates Harlem Prep, a school which admits high school drop-outs and prepares them for college. Coordinates the Skills Bank Program, a nation-wide effort to give unemployed and under-employed blacks better opportunities to to use their skills. With the cooperation of private industry, the local skills banks search for talent in their areas, provide counseling, interview applicants, and work to develop jobs and place workers. In its job-placement efforts, the League may use black-owned employment agencies which refer applicants free of charge. Financed by the Rockefeller Brothers Fund, private industry, and government. Publishes materials on its work, including the Urban League Newsletter.

NATIONAL WELFARE RIGHTS ORGANIZATION
1419 H Street, N.W.
Washington, D.C. 20005

An organization of welfare recipients and poor people working to improve the nation's welfare system and the general well-being of low-income groups. Seeks to provide decent jobs with adequate pay for those who can work, and adequate income for those who cannot. Has 400 chapters in 45 states. Local branches engage in a wide variety of activities, some with direct support from the headquarters. Projects include the initiation or improvement of school lunch programs, raising funds for local causes, provision of legal aid to protect the rights of welfare recipients, and an increase in welfare payments to meet specific needs. Disseminates information on welfare laws and policies; participates in forums, conferences, and local meetings; and publishes newsletters. Financed by membership dues.

NEIGHBORHOOD GROUPS

See listings in the telephone directory under neighborhood names, such as "Roxbury" in Boston, "Woodlawn" in Chicago, "Bedford-Stuyvesant" in Brooklyn, and "Fillmore District" in San Francisco. Such groups offer a wide variety of community services. Under "East Harlem," the Manhattan directory lists a computer training program, a neighborhood study group, a skill training center, and a youth employment service.

*NEW CAREERS DEVELOPMENT CENTER
New York University
Washington Square
New York, New York 10003

A research institution which collects, organizes, and disseminates information to health, education, social-welfare, and other agencies seeking to implement the New Careers concept. Provides counseling in career development and holds workshops, conferences, and seminars on social issues. Issues reports on manpower policy, reorganization of the social-service system, the application of the New Careers concept to private industry, and related topics. Publishes The New Careers Newsletter quarterly. Financed by the Ford, New York, Norman, and Van Ameringen Foundations, and by New York University.

NEW CAREERS INFORMATION CLEARINGHOUSE
(See "Information Clearinghouse.")

NEW CAREERS INSTITUTE
(See "University Research Corporation," National Institute for New Careers.)

*NEW CAREERS TRAINING LABORATORY
New York University
184 Fifth Avenue
New York, New York 10013

A laboratory partially funded by Head Start to assist career development. Has conducted two- and three-day training programs in various localities for Head Start professional and paraprofessional career development coordinators. Also works specifically with those who will be training nonprofessionals. Gives intensive counseling assistance on developing any aspect of a New Careers system. Head Start personnel are encouraged to contact the Laboratory for help in reorganizing budgets, setting up career ladders, doing task analyses, analyzing job descriptions, and solving similar problems. Serves regions I, II, and V.

NEW SCHOOLS EXCHANGE
2840 Hidden Valley Lane
Santa Barbara, California 93103

Disseminates information on experimental educational programs in the United States and Canada. Corresponds with thousands of individuals and hundreds of experimental schools and reform groups, including "free schools, community schools, free universities and experimental colleges, Third World Schools, [and] communes with schools as part of their structure." Publishes New Schools Exchange

Newsletter, and a continually revised directory of innovative schools and educational reform groups. Additional information on experiments in education available on request. Assists people in finding jobs in experimental schools.

OPPORTUNITIES INDUSTRIALIZATION CENTER, INC.
1225 North Broad Street
Philadelphia, Pennsylvania 19122

Conducts job-training programs in automatic data processing, carpentry, plumbing, printing, and a wide variety of other skills. Works closely with private industry both in its job-training programs and its job-placement services. OIC has branches in 90 cities in the United States, and is expanding abroad. Financed by OEO, HEW, the Labor Department, the Commonwealth of Pennsylvania, and private contributions.

POOR PEOPLE'S CORPORATION
c/o Liberty House
P.O. Box 3468
Jackson, Mississippi 39207

Operates cooperative workshops in Mississippi, in which rural black people make toys, children's clothing, and other handcrafted goods. The products are marketed in a chain of cooperative stores called Liberty Houses, located in New York, Ohio, Wisconsin, Michigan, Massachusetts, and Mississippi. The Corporation operates a center for training Liberty House workers. It also provides financial and technical aid for poor black Mississippians who want to go into business for themselves.

PUBLIC AFFAIRS COMMITTEE, INC.
381 Park Avenue South
New York, New York 10036

An organization which publishes inexpensive pamphlets on subjects related to personal and social welfare. Some published in Spanish. Titles include (1) Finding Able Men and Women for City Careers, (2) Mental Health Jobs Today and Tomorrow, (3) New Ways to Better Communities, (4) Why the Ghetto Must Go, (5) Poverty in the U.S.A., and (6) Equal Justice for the Poor Man. Some of the pamphlets are available in "packets" on health, family relations, social problems, and guidance counseling. The Committee also produces films on health and mental health topics, each with a companion pamphlet.

PUERTO RICAN COMMUNITY DEVELOPMENT PROJECT, INC.
210 West 50th Street
New York, New York 10019

An antipoverty agency which cooperates with approximately 100 community organizations in improving the economic well-being of persons with low incomes. Offers free educational and job-training courses. Provides free job-placement services. Works to locate and develop jobs. Staffed in part by volunteers in local organizations. Operated by New York City's Human Resources Administration and Community Development Agency, with funds from OEO.

PUERTO RICAN SKILLS BANK
1699 Lexington Avenue
New York, New York 10029

Solicits resumes and other information on Puerto Rican professionals and semi-professionals, and works to locate jobs for them. Registrants must be bi-lingual and have at least a high school education plus two years' work experience. Established by the East Harlem Jaycees Foundation, Inc., with funds from the New York Urban Coalition. The Skills Bank intends to extend its services to Puerto Rico and to all U.S. cities with large numbers of Puerto Ricans. At present, the organization serves metropolitan New York and neighboring cities, including Newark, Hoboken, and Jersey City, New Jersey.

SCIENTIFIC RESOURCES, INC. (SRI)
1441 Morris Avenue
Union, New Jersey 07083

An organization of behavioral scientists, educational specialists, management consultants, and other professionals which provides a wide variety of services for individuals, private industry, government, and other organizations. SRI's education division offers remedial education, leadership training, in-service training of teachers, new careers training for nonprofessionals, courses on evaluation and systems development, and instructional materials. Other services include counseling, sensitivity training, personnel testing and appraisal, and training in industrial and vocational skills. Its SRI Teacher Aide Training Systems Kit contains a detailed program for training teacher aides, with manuals for trainers and administrators. Provides nation-wide services. A private, profit-making firm.

SETTLEMENT HOUSES EMPLOYMENT DEVELOPMENT, INC. (SHED)
114 East 32nd Street
New York, New York 10016

A division of United Neighborhood Houses of New York, Inc., which is a member of the National Federation of Settlements and Neighborhood Centers, q.v. Comprises 60 New York City settlement houses. Negotiates with the U.S. Labor Department for job-training and career-development contracts. SHED then gives these contracts to its member settlement houses, which implement them in cooperation with private industry. The SHED program includes recruitment and screening of potential workers; job-related basic education courses; counseling; child care assistance; and job training. Serves New York City. Financed by foundation grants and by contributions from member settlement houses.

SKILLS BANK PROGRAM
(See "National Urban League" for a description of the national skills bank program. See also "Puerto Rican Skills Bank.")

SOCIAL DEVELOPMENT CORPORATION
1717 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Conducts or provides technical assistance to job-training programs

for persons with low incomes, west of the Mississippi River. These programs train aides to work in hospitals, schools, and social-work centers. Assists a wide variety of other social service programs throughout the country, such as cooperative housing projects and efforts to increase the well-being of migrant workers. Its publications include New Careers Job Development, Training Public Health Assistants, Merit Systems: Hiring the Disadvantaged, etc. Provides single copies of its publications free of charge. A private, no. profit organization financed by foundation grants and by contracts with the Labor Department and HEW.

*SOCIAL DYNAMICS, INC.
1736 Alcatraz Avenue
Berkeley, California 94703

A firm partially funded by Head Start to assist career development. Provides training in job development and placement, job analysis, building realistic career ladders, and developing supportive services. One of its goals is to place paraprofessionals in the career development field as consultant trainees. Visits Head Start projects which require intensive technical assistance, as assessed by Head Start regional offices of the CAA. A private, profit-making organization. Serves HEW regions VII and IX.

SOUTHERN CHRISTIAN LEADERSHIP CONFERENCE (SCLC)
334 Auburn Avenue, N.E.
Atlanta, Georgia 30303

A national organization which sponsors a variety of programs to improve the economic, political, and spiritual well-being of black Americans. Founded by Martin Luther King, Jr. and Ralph David Abernathy. Among SCLC's projects are Operation Breadbasket, which seeks to promote black-produced goods and services and to increase job opportunities for blacks, and the 1969 Black Business and Cultural Exposition. Helps to organize labor unions and to pressure for higher wages. Publishes materials related to the black struggle, including Operation Breadbasket, a newsletter.

SOUTHERN CONFERENCE EDUCATIONAL FUND (SCEF)
3210 West Broadway
Louisville, Kentucky 40211

Works in the South with people who are organizing to end war, racism, and poverty. Especially active in organizing unions. SCEF organized the social-service agency Council of the Southern Mountains, Inc., q.v. SCEF's Grass Roots Organizing Work (GROW) Project seeks to form a coalition of local blacks and whites to protect the civil rights and improve the economic well-being of persons with low incomes. Publishes pamphlets on its work, and The Southern Patriot, a monthly newsletter which reports local activities of blacks and whites. Financed by private contributions.

THE STUDENT HEALTH ORGANIZATION
Foe Exchange, Box 168
970 East 58th Street
Chicago, Illinois 60637

A national organization for activist health students. It has sponsored many summer projects in low-income areas.

THUGS UNITED, INC.
1214 Dryades Street
New Orleans, Louisiana 70113

An organization operated by and for people with low incomes in metropolitan New Orleans. Its services are designed primarily to help young people. Operates a youth employment program, an ex-convict job placement and counseling program, and a "people's college pilot program." Provides legal counseling, recreation facilities, and other services. Seeks to establish a local out-patient health clinic. Financed by donations from private industry and individuals.

UNITED BLACK COMMUNITY ORGANIZATION
3383 Reading Road
Cincinnati, Ohio 45229

A coordinating agency for local social, economic, and political programs for persons with low incomes. Has established the Greater Cincinnati Children's Fund to meet the needs of black children.

*UNIVERSITY RESEARCH CORP.
4301 Connecticut Avenue,, N.W.
Washington, D.C. 20008

An organization contracted as a consultant to various government agencies, including the Office of Child Development's Head Start Career Development Program. A division of URC, the National Institute of New Careers, is contracted to give technical assistance and training in career development to Head Start grantees selected by the regional HEW offices. The Institute will compile a "how-to-do-it" manual on organizing and implementing career development programs. The Institute's publications include Head Start Careers Bulletin; Head Start Career Developments, a reprint series; Comprehensive Health Services Career Development Technical Assistance Bulletin; New Careers Perspectives, a reprint series; New Careers Program Assistance Bulletin; manuals for trainers and trainees; and other career development materials. The Institute's publications are distributed by its National Information Clearinghouse, q.v. Serves HEW Regions III and IV, and provides nationwide information services. A private, profit-making organization.

*THE URBAN COALITION
2100 M Street, N.W.
Washington, D.C. 20037

National headquarters for more than 40 urban coalitions in major cities throughout the United States. The Coalition seeks to bring together people in government, organized labor, minority group associations, colleges and universities, and other significant community organizations

in projects for solving urban problems. The branches' programs include the organization of job-placement services, child-care centers, and centers which refer people to job-training and apprenticeship programs. They work to develop jobs for the unemployed, to raise funds for the education of young people who have not completed high school, to increase the number of black-owned businesses, to improve local health services, and to meet other community needs. Branches are usually listed in telephone directories under the names of the cities in which they are located: e.g., "The Plainfield Area Coalition," "The Greater Newark Coalition," "St. Paul Urban Coalition." Or they may be listed under "The Urban Coalition," followed by the name of the city. Occasionally, they are listed under other names, such as "Mayor's Council for Social Action" or "The Racine Environment Committee." A list of branches, with their addresses, is available from the national headquarters. Branches are autonomous in their forms of organization, programs, and finances. They receive technical assistance, information, and supplementary staff services from the national headquarters. The main office is financed by foundations, private industry, and individual contributions.

URBAN LEAGUE
(See "National Urban League.")

URBAN TRAINING CENTER FOR CHRISTIAN MISSION
40 North Ashland Avenue
New York, New York 60607

Offers work-training programs which involve participants in projects to aid the urban poor. Studies include urban planning, administration, community organization, and the communications media. Conducts Latin American study programs, some with field work, which acquaint trainees with the Spanish language and Latin American culture and institutions. Operates workshops in forming cooperative economic enterprises, the use of governmental programs to help persons with low incomes, and other projects. An independent, nonprofit organization financed largely by churches and private foundations.

VERA INSTITUTE OF JUSTICE
100 Centre Street
New York, New York 10013

Operates the Manhattan Court Employment Project, which serves selected defendants arraigned in the Manhattan Criminal Court. The Project's staff includes a career development unit, which places participants in training programs and in jobs with cooperating firms. Counseling is provided by professionals and paraprofessionals. Charges are dismissed for defendants who respond well to the program. Provides local services. The Project is financed by the Department of Labor.

VOCATIONS FOR SOCIAL CHANGE, INC.
Canyon, California 94516

A nonprofit organization seeking to effect humanistic change in social,

political, and economic institutions. Publishes a bi-monthly newsletter which lists educational opportunities, apprenticeship programs, and descriptions of jobs in social-change projects. Financed by private contributions.

*VOLT INFORMATION SCIENCES, INC.
640 West 40th Street
New York, New York 10018

Provides information, counseling, job-training, skilled personnel, basic educational courses, and a wide variety of other services to job-training programs conducted by the government and private industry. Emphasizes the training of the disadvantaged. Volt provides in-service training to VISTA (Volunteers in Service to America), and has helped to train approximately 60,000 Head Start teachers, aides, and consultants as a result of Head Start contracts. (Head Start centers and agencies submit requests for assistance to their community representative in their HEW regional office who, in turn, can contact Volt.) Works with private industry and government in implementing the Labor Department's JOBS (Job Opportunities in the Business Sector) Program. Maintains offices in 50 cities throughout the U.S. A private, profit-making organization.

VOLUNTEERS FOR INTERNATIONAL TECHNICAL ASSISTANCE, INC. (VITA)
Union College
Schenectady, New York 12308

A privately sponsored international organization which provides technical and professional assistance in raising living standards in developing areas of the world. Staffed by volunteers. The VITA-USA division is financed by OEO to combat poverty in the United States.

DANIEL YANKELOVICH, INC.
575 Madison Avenue
New York, New York 10021

Conducts research on issues in the fields of education, mental health, race relations and the development of young people, for government and private industry. Also conducts marketing research. All data are confidential and not available to the general public. Provides nationwide services. A private, profit-making organization.

APPENDIX B

TASK ANALYSIS EXERCISE SHEET

Activity	Condition	Criteria	Primary Skills	Secondary Skills	Desirable Qualities

*This exercise sheet (excerpted from material prepared by the New Careers Training Laboratory, New York University) is one of several tools which might be used in making task analyses. See the following two pages for an explanation and an example of how the form is filled out.

TASK ANALYSIS: A SUMMARY EXPLANATION

Category	Explanation
Activity	A verb or "action word" is always the first word of an activity.
Condition	Where is the activity performed? How is it performed? And who is the person responsible for supervising the work of the person doing the activity?
Criteria	Questions, the answers to which indicate whether the activity was done effectively. For example: Did children learn colors? Were materials ready on time?
Primary Skills	Skills absolutely essential to doing the activity.
Secondary Skills	Skills which increase the proficiency with which the activity is done.
Desirable Qualities	Human traits which may be increased through training but may not always be something for which a person can be trained.

TASK ANALYSIS EXERCISE SHEET*

Activity	Condition	Criteria	Primary Skills	Secondary Skills	Desirable Qualities
Introduces and reinforces color concepts (instructional category)	Where: in classroom, on field trips How: through use of food, paint, blocks, nature, pictures, clothing, traffic lights Who: teacher	Can child identify colors? Can child use colors properly?	Basic knowledge of colors	Knowledge of learning and reinforcement processes Ability to use different media to reinforce color concepts Knowledge of color chart Ability to explain concepts and directions to children	Liking for children Commitment to children in the program.
Attends in-service training sessions (staff development category)	Where: at training site How: attends all sessions, arrives on time, participates, uses training on job, reports about training Who: trainer, director, teacher	Are training sessions attended? Were reports made of sessions? Was training translated to job?	Ability to listen and concentrate	Ability to translate learning into practice	Desire for self-development

*This exercise sheet (excerpted from material prepared by the New Careers Training Laboratory, New York University) is one of several tools which might be used in making task analyses. The text, drawn from a training session, is intended as an example to demonstrate the method of using the form.

APPENDIX C

IN-SERVICE TRAINING DESIGN*

Time	Session Topic	Objectives	Techniques	Materials	Expected Outcome	Trainer	Supportive Services

*This form was prepared by the New Careers Training Laboratory, New York University, as one of several tools which might be used in planning training programs. See the following page for an explanation of how the form could be filled out.

IN-SERVICE TRAINING DESIGN*

Time	Session Topic	Objectives	Techniques	Materials	Expected Outcome	Trainer	Supportive Services
	Activity: a task to be trained for, such as reading to a group of children.	Development of a skill indicated on the task analysis chart as necessary to do the particular activity; i.e., reading slowly.	Training methods to be used by trainer, such as role play, lecture and discussion, film, video taping, etc.	Materials needed for training sessions, such as chalkboard, books, film projector, etc.	What trainers are to know and how they are to demonstrate their knowledge (role play and questions, etc.).	Who should train; should it be a staff member, a trainer from the outside, or a team that might include as a co-trainer an auxiliary staff member?	Transportation, coffee, substitute for teacher

*This form was prepared by the New Careers Training Laboratory, New York University, as one of several tools which might be used in planning training programs. The text, drawn from a training session, is intended to be an explanation of how the form could be filled out.

APPENDIX D

THE TRUTH ABOUT CAREER DEVELOPMENT

prepared by

Paul K. Villar
Educational Projects, Inc.
1012 Baltimore Avenue
Kansas City, Missouri 64105

1. (Career Development is no longer a Head Start priority.) TRUTH: Career Development has been endorsed by all the top officials of the Office of Child Development. Career Development is still an important component of any Head Start program.

2. (Career Development is just for teachers.) TRUTH: Career Development is for all Head Start staff, teachers, aides, administrative staff, cooks, bus drivers—everyone!

3. (Career Development committees are to be formed only at the delegate agency level.) TRUTH: Career Development must be formed at the applicant agency level and may be formed at the delegate agency level depending on the size of the program, geographic location, etc.

4. (Career Development and Supplementary Training are the same thing.) TRUTH: Supplementary Training is a college credit training program and may be a component of an overall Career Development program. They are not the same program.

5. (Career Development is for only those staff members who participate in Supplementary Training or go to college.) TRUTH: Career Development is for everyone and should not be limited to only those who attend college classes.

6. (Career Development resource money was made available to all Head Start programs.) TRUTH: Some money was made available to a few programs during the 4th quarter of the last fiscal year. The regional office allocated the money to those programs they thought could best utilize the funds for Career Development.

7. (Career Development resource money already allocated will not be available this year.) TRUTH: Career Development resource money will be built into this year's budget and become part of the on-going grant for those grantees already receiving Career Development funds.

8. (Career Development cannot be implemented without the Career Development resource money.) TRUTH: Career Development should become a part of every Head Start. There are alternative sources of money built into your existing budget. Also, not all of Career Development depends on available money. Other community resources and training should become part of an effective Career Development program.

9. (Career Development resource money provided Head Start programs must be used equally, 50 percent to hire a career development staff person and 50 percent for salary increments.) TRUTH: The national guidelines are aimed toward local programs using 50 percent of the resource money to hire Career Development coordinators and 50 percent for salary increments. Each individual program has to set its own priorities. If the Career Development committee votes to use all the resource money for salary increments, that decision will be approved. At issue here is what is in the best interest of the local program. Depending on the size of the program, geography, other community resources, the money can be used for either a career development coordinator's salary or staff salary increments, or a combination of the two. The 50 percent guideline is just that, a guideline for use nationally.

10. (Career Development resource money is allocated or controlled by the technical assistance contractors.) TRUTH: The resource money provided the regional offices by the national Office of Child Development was allocated to the local programs by the regional offices only. The contractors have been asked to review career development plans and offer suggestions and recommendations, but they have no control over the money or the direction of career development. The technical assistance contractor is to assist the local Head Start in how best to conduct its career development program — assist.

11. (Career Development will take time away from the Head Start staff's greatest responsibility, working with the children.) TRUTH: Career Development for Head Start staff will be of

greatest benefit to the children. A better trained and higher paid staff will improve the quality of the local program.

12. (Career Development committees should represent only a select group of Head Start staff.) TRUTH: All Head Start employees should be represented on the Career Development committees, teachers, social workers, administrative staff, cooks and bus drivers. Others may also be represented on the committees, e.g., PAC chairman, CAA staff, university representatives, etc. Note: Only Head Start staff should be allowed a vote. Others serve on an ad hoc basis.

13. (Career Development is for Head Start staff only.) TRUTH: Career Development should be for everyone. Even though Career Development originated in Head Start, every effort should be made to make Career Development available to the entire community action staff. Only with a comprehensive program at all levels of CAA and the community itself will there be the necessary mobility for Head Start staff.

14. (Career Development salary increments are to be based only on college credits.) TRUTH: College or supplementary training should be only one of the requirements leading to increased pay and responsibilities. Job mobility should be based on a combination of college credits, job experience, workshop attendance, pre- and in-service training, Leadership Development program, etc. College credits should never be the only criteria considered for salary increments or job advancement.

15. (Career Development plans really mean career ladders only.) TRUTH: Career ladders are only a small part of a comprehensive Career Development program. A meaningful Career Development program includes, in addition to career ladders, entry level positions without prior education and training requirements, immediate pre- and in-service training, relevant college courses, other educational training such as remedial or equivalency education for those without high school diplomas and identity of additional community resources and training that provide lateral mobility between comparable career levels outside of Head Start. Career Development is much more than just the establishment of career ladders.

APPENDIX E

CAREER DEVELOPMENT PLAN QUESTIONNAIRE

a training tool prepared by

University Research Corporation
4301 Connecticut Avenue, N.W.
Washington, D.C. 20008

CAREER DEVELOPMENT COMMITTEE

1. Was the Committee selected or elected?

2. Is the Committee composed of at least fifty (50) percent of paraprofessionals?

3. Are all facets of the program represented on the Committee (i.e., Education, Health, Social Service, Nutrition, etc.)?

4. Do you have a paraprofessional Coordinator and a professional Coordinator?

5. Were the Coordinators elected by the Career Development Committee?

6. Has a decision been made on the length of service of the Committee members?

PROGRAM

1. Are the overall goals of the Agency stated?

2. Have you set specific objectives for the Agency?

ELEMENTS OF PLAN

1. Is there a statement regarding recruitment and selection?

2. Is there a specific job description for each job slot in the program?

3. Do the job descriptions list the qualifications for each job?

4. Is the immediate supervisor indicated for each job slot?

5. Have you developed a process of evaluation and criteria indicating who, when, and where?

6. Do you have a salary scale specifying the salary range for each job?

7. Is there a twenty (20) percent increase in salary from one job slot to another?

ELEMENTS OF PLAN (Continued)

8. Do you have a career ladder?

TRAINING

1. Have you developed a training program that includes an opportunity for internal and external mobility?

2. Do you have a specific in-service training program geared to the tasks of the job slots?

3. Is there a built-in opportunity for staff members to advance from one job to another solely through in-service training?

4. Is there a criterion for selection of staff members to attend external training?

APPENDIX F

REGIONAL DIVISIONS AND OFFICES OF THE

DEPT. OF HEALTH, EDUCATION, AND WELFARE

AND PROJECT HEAD START

REGION I: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

Dept. of Health, Education, and Welfare
John F. Kennedy Federal Building
Government Center
Boston, Massachusetts 02203

REGION II: Delaware, New Jersey, New York, Pennsylvania

Dept. of Health, Education, and Welfare
26 Federal Plaza
New York, New York 10017

REGION III: Washington, D.C., Kentucky, Maryland, North Carolina, Virginia, West Virginia, Puerto Rico, Virgin Islands

Dept. of Health, Education, and Welfare
220 Seventh Street, N.E.
Charlottesville, Virginia 22901

REGION IV: Alabama, Florida, Georgia, Mississippi, South Carolina, Tennessee

Dept. of Health, Education, and Welfare
Room 404
50 Seventh Street, N.E.
Atlanta, Georgia 30323

REGION V: Illinois, Indiana, Michigan, Ohio, Wisconsin

Dept. of Health, Education, and Welfare
Room 712
New York Post Office Building
433 West Van Buren Street
Chicago, Illinois 60607

REGION VI: Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota

Dept. of Health, Education, and Welfare
601 East 12th Street
Kansas City, Missouri 64106

REGION VII: Arkansas, Louisiana, New Mexico, Oklahoma, Texas

Dept. of Health, Education, and Welfare
1114 Commerce Street
Dallas, Texas 75202

REGION VIII: Colorado, Idaho, Montana, Utah, Wyoming

Dept. of Health, Education, and Welfare
9017 Federal Office Building
19th and Stout Streets
Denver, Colorado 80202

REGION IX: Arizona, California, Hawaii, Nevada, Guam, American Samoa

Dept. of Health, Education, and Welfare
Federal Office Building
50 Fulton Street
San Francisco, California 94106

REGION X: Alaska, Idaho, Oregon, Washington State

Dept. of Health, Education, and Welfare
Arcade Plaza Building
1319 Second Avenue
Seattle, Washington 98101

In addition to these regional divisions and offices of the Department of Health, Education, and Welfare and Project Head Start, there is one division that concerns itself solely with Indian and migrant Head Start programs. The name and address of this division follows:

Office of Child Development
Department of Health, Education, and Welfare
Indian and Migrant Programs Divisions
Washington, D.C. 20201

APPENDIX G

FULL YEAR HEAD START PLAN

FOR CAREER DEVELOPMENT

OEO INSTRUCTION 6902-1

This instruction is currently being revised. Amendments have been suggested by Head Start program staff members, regional offices, contractors, and the career development caucus of the December 1969 annual Head Start conference, held in Washington, D.C. The proposed amendments concern, for the most part, the relationship of the career development committee to the Policy Advisory Group and the Head Start director. Amendments proposed by the Washington career development caucus are reprinted here following the text of the instruction.

OFFICE OF ECONOMIC OPPORTUNITY
UTIVE OFFICE OF THE PRESIDENT
WASHINGTON, D.C. 20506

CAP

Type of Issuance
OEO Instruction

Subject FULL YEAR HEAD START
PLAN FOR CAREER DEVELOPMENT

Supersedes

Number
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Date
September 20, 1968

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C/HS

Distribution
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N6,N10,S(LI)

Transmitted by
CAP Announcement 68

REFERENCE: Head Start Manual (September, 1967), Part B, Section 3c

APPLICABILITY: All Full Year Head Start Grantees

1. POLICY

Every Head Start Full Year Applicant funded or refunded with an effective date after January 1, 1969, must submit with its application a comprehensive career development plan covering its staff. Although applicants are required to submit a career development plan, participation in such a plan is optional for individual staff members.

2. GOALS OF A HEAD START CAREER DEVELOPMENT PLAN

a. The following are the goals of a Head Start Career Development Plan:

(1) To develop, maintain and improve the quality of professional and nonprofessional staff performance at all levels and within all components of Full Year Head Start Child Development Programs.

(2) To enable grantees to develop career advancement opportunities within the Head Start program. These advancement opportunities shall be based upon the unique needs of Head Start staff members.

(3) To mobilize the resources of the community to provide training facilities and similar services to Head Start programs.

b. In order to meet these stated goals, a comprehensive Career Development Plan must provide for:

(1) Establishment of a Career Development Committee.

(2) Designation of a Director of Career Development and Training from among existing personnel or by creation of an additional position.

(3) Designation of professional and nonprofessional Career Development Coordinator positions.

(4) A plan for job development which will establish clearly defined paths for career progression within Head Start.

(5) A long-term training and education plan both for the program as a whole and for each interested individual staff member.

(6) An appraisal-counseling-evaluation system.

Each of these is essential to an effective Career Development Plan.

3. ESTABLISHMENT OF A CAREER DEVELOPMENT COMMITTEE

This committee should be established at the applicant agency level. Where the situation warrants, applicant agencies may authorize Career Development Committees at the delegate agency level. It is desirable that the Career Development Committee at the applicant level be representative of all Committees established at the delegate agency level. Depending on the size of the program, the nature of the relationship between delegate and applicant agencies, and for those agencies operating within the framework of a widespread rural area, it may be desirable to have sub-committees responsible for segments of the total Career Development Plan. The composition of these sub-committees should be based on areas of interest and the expertise of its members.

The Career Development Committee will be composed of full-time professional and nonprofessional staff of full-year Head Start Child Development Programs. The nonprofessionals must comprise no less than 50% of the committee membership. Members of this committee should be drawn from all components and at all levels of employment in the program. In addition to the staff members on the Career Development Committee, it will be important to have representation on an ad hoc basis of individuals associated with: Community Action Agencies; Policy Advisory Committees; local health, education, and welfare organizations; public and private agencies such as Adult Education, Employment Services; Manpower Training, Social Service Agencies, Public Schools

operating Follow-Through, Boards of Education; institutions of higher education; local, state, and federally funded training programs, State Economic Opportunity Office, and other activities concerned with the development of local manpower such as the Cooperative Area Manpower Planning System (CAMPS).

Members of the Career Development Committee should be selected in a manner which insures fair representation from all segments of the Head Start program, e.g., medical, social services, etc. Staff from each delegate agency program should nominate candidates to serve as members of the Career Development Committee to Center Directors. Center Directors will submit the list of nominees to the delegate agency Head Start Director for his final selection. Although the final selection of committee members is made by the Head Start Program Director, the recommendations provided by staff should be given serious consideration.

For those agencies in which a Policy Advisory Group has already developed various aspects of a Career Development Plan, the Career Development Committee and that Policy Advisory Group should work together to coordinate and incorporate all components into the plan prepared by the Career Development Committee. The Career Development Committee will serve as an advisory group to the Policy Advisory Group through the Head Start Program Director.

Career Development Committees will serve in an advisory capacity to the Head Start Program Director or his designee. It is expected that, at a minimum, the Career Development Committee will:

(a) Prepare the Career Development Plan and submit it to the Head Start Program Director for his consultation with the appropriate Policy Advisory Group.

(b) Establish criteria for selection of trainees.

(c) Make recommendations on relevant and appropriate training, education courses, and pre/in-service curricula.

It should be noted, however, that persons serving on Career Development Committees may not be reimbursed for their services unless they qualify under CA Memo 29-A.

4. DESIGNATION OF A DIRECTOR OF CAREER DEVELOPMENT AND TRAINING

Each Head Start Program Director representing very large programs (see Head Start staffing patterns guidelines Part B, Section 3g, page 25, of the Manual) will designate one person to be responsible for career

development and training activities. For programs not large enough to merit Career Development and Training Directors, the Head Start Director should assume the responsibilities of the position. The Director of Career Development and Training will be directly responsible to the Head Start Program Director and will serve as advisor to the Career Development Committee. The Director of Career Development and Training is responsible for assisting the Career Development Committee in the formulation of a Career Development Plan and is directly responsible for the coordination and implementation of that plan.

Selection of the individual to serve as the Director of Career Development and Training will be the responsibility of the Head Start Program Director. Selection criteria for the Director of Career Development and Training should be in accordance with Part B, Section a (5), page 15, of the Manual.

The Directors of Career Development and Training will perform functions necessary for implementing the Career Development Plan. It is expected that, at a minimum, they will:

a. Inform and counsel Head Start staff members as to career opportunities.

b. Implement comprehensive in-service training programs as set forth in the Career Development Plan.

c. Coordinate all logistical and administrative problems related to training and career development.

d. Coordinate participation in the various training programs available to Head Start staff.

e. Function as the trainer in various types of program training activities.

f. Serve as advisor to the Career Development Committee.

5. DESIGNATION OF PROFESSIONAL AND NONPROFESSIONAL CAREER DEVELOPMENT COORDINATOR POSITIONS

Each delegate agency shall have at least one professional and one nonprofessional to serve as Career Development Coordinators. Applicant agencies may establish selection criteria and determine the functions for such positions. These functions, which should be coordinated with

similar activities of CAA's and other organizations, might include, but are not restricted to the following:

a. Provide counseling to staff members concerning their growth and development.

b. Develop skills to become a local trainer in the Head Start Program.

c. Provide logistic arrangements for Head Start staff members being trained for positions within Head Start. This might include such arrangements as carpools and babysitting cooperatives.

d. Coordinate the various training programs available to the Head Start staff.

e. Serve as resource staff for the Career Development Committee.

The Career Development Coordinators should function as liaison between the delegate agency and the applicant agency. The coordinators should work closely with the Career Development Committee and the Director of Career Development and Training in designing and implementing the Career Development Plan. In those instances where there is a Director of Career Development and Training, the coordinator should report directly to that person. In those cases where a Director of Career Development and Training does not exist, they should report directly to the Head Start Program Director.

The Career Development Coordinators should be selected because of their potential for assuming the above listed responsibilities. Their qualifications might include, but are not restricted to the following:

a. Those persons currently employed in Head Start for approximately six months as professional or nonprofessional.

b. Those persons having good rapport with other staff, such as individuals whom other staff members seek out for help in solving problems.

c. Those persons possessing an interest in training.

In all cases, Career Development Coordinators will perform the functions in addition to their regular duties.

6. A PLAN FOR JOB DEVELOPMENT

It is desirable, although not mandatory, to establish one plan for

job development at the applicant agency level. The establishment of unified singular recruitment procedures, criteria for staff selections, systems of career ladders, job descriptions and promotion procedures will facilitate the transferability of skills and employees between programs and improve the coordination of training and educational activities. It may be necessary, however, to establish separate plans at the delegate agency level due to state, local, or organization requirements and law. In such cases, maximum efforts should be made to assure coordination of the various plans.

It is expected that, at a minimum, a job development plan will include:

a. Recruitment of Staff

Applicants should establish a systematic process for recruiting staff from all possible sources within the community. If the present recruitment procedure is not consistent with the applicant's proposed Career Development Plan, it should be revised. Recruitment procedure may vary from agency to agency due to the needs and requirements of individual communities.

b. Job Description

Applicants should identify all jobs within the Head Start program and the skills required to fill them. If the present job description structure is not appropriate for the Head Start Career Development Plan, it should be revised. In preparing the job descriptions, each applicant agency should make an extensive analysis of the Head Start program's objectives. Whenever possible, job descriptions should be developed to insure applicability to all aspects of the Head Start program.

c. Career Ladders

Applicants should establish a system of career ladders for professional and nonprofessional staff which provides for both vertical and horizontal job mobility within the Head Start program. Vertical job mobility provides for career progression within the same occupational field, e.g., (teacher aide to teacher).

Horizontal job mobility provides for career progression across occupational lines, e.g., (health aide to teacher aide). Within a given agency, there are some limitations to upward mobility. Horizontal job mobility will permit

Head Start staff members to obtain career advancement within their agencies even when the possibility of promotions within their field is limited. Other advantages of horizontal mobility are:

(1) Delays in career progression can be avoided and individuals may continue to advance at a pace proportionate to their abilities and interest.

(2) Individuals may avoid being caught in "dead end" jobs which breed discontent, stagnation of creativity and loss of motivation.

(3) Horizontal job mobility will enable Head Start programs to attract new employees by the advantages offered while at the same time opening new opportunities for present staff members.

Career ladders should be developed from the manpower needs of the program. This system should identify the jobs available at each level of the career ladder along with the requirements of mobility within the system. In designing career ladders, it is important that professional jobs and tasks are well enough defined and structured so that less difficult tasks are identified to accomodate new entry-level, intermediate and management roles for nonprofessionals. The restructuring of jobs and staffing patterns should be accomplished in relation to the overall goals and operating procedures of the agency. For small agencies with limited opportunities for job mobility and the establishing of career ladders for their staff, the emphasis of their Career Development Plan should be on training and educational activities which will enhance the ability of the staff to do a better job.

An additional benefit of the Career Development Plan will be the acquisition of skills which could be utilized in a variety of occupational situations. In those instances where the Head Start program is unable to fully utilize the skills of a Head Start staff member, the Career Development Director shall inform him of career opportunities in his field in the community. In offering advice as to training and career progression, the Career Development Director should take advantage of the knowledge possessed by representatives of related agencies on the Career Development Committee.

d. Promotion and Compensation

Applicants should establish a system which provides staff

with the opportunity for advancement and appropriate compensation. Training, education, and demonstrated work ability should be an integral element in an applicant's promotion system. This system must be established within the framework and limitations of CAP Memorandum 23-A, and Part B, Section 3d, of the Manual.

e. Selection for Staff Training

Applicants should establish standards for selection of personnel for training. In addition, an appeals system should be established within the framework of Part B, Section 3e, of the Manual.

7. A LONG-TERM TRAINING AND EDUCATIONAL PLAN

Each program must develop a comprehensive training and educational plan as an integral part of the overall Career Development Program. This plan should cover all aspects of pre-service and in-service training, basic education, vocational and technical training, and specialized academic and non-academic training as related to the operation of the Head Start program. The plan developed shall focus on the specific needs of individual Head Start staff members in regard to long-range career advancement within the program.

8. AN APPRAISAL-COUNSELING-EVALUATION SYSTEM

A clearly defined evaluation system will provide for a series of quality control measures which should be designed to determine whether the Career Development Plan is meeting its stated goals. It is expected that, at a minimum, the evaluation system should:

a. Identify the strengths and weaknesses of the Career Development Program.

b. Indicate where the program needs additional help.

c. Determine whether or not the program is providing staff with the skills and knowledge necessary to do required tasks.

d. Insure that the program is operating efficiently and allows for individual mobility and an opportunity for advancement.

e. Provide a basis for any needed policy or procedural changes by Regional Offices or Head Start Washington.

f. Provide information to help analysts review future applications which include a Career Development Plan.

Theodore M. Berry
Director
Community Action Program

GPO 870-635

THE CAREER DEVELOPMENT CAUCUS OF THE 1969 HEAD START CONFERENCE, HELD IN WASHINGTON, RESOLVES THAT:

1. Career development is to be implemented as a full program component in all full year Head Start programs.

2. That OEO Memo #6902-1 mandating career development be revised to:

   A) Strengthen the role of the Career Development Committee in designing and evaluating the career plan.

   B) Include as a stated goal "that maximum opportunity and preference for hiring, training and promoting be given to Head Start parents and other residents of the target or Head Start community."

   C) That supportive services for career development be the responsibility of the applicant agency.

3. A National Advisory Council of Head Start program personnel consisting of 50% or more paraprofessionals and 50% or less professionals be formed to advise the national Head Start office on new directions for career development policies.

4. That career development training be provided for all local, regional and national people involved with policy making or implementation of career plans.

5. That career plans designed by the Career Development Committee and approved by the Parent Policy Board receive the full backing of regional and national offices when the implementation of these plans is opposed.

6. That the final authority for the hiring and firing of the Head Start director and the establishment of personnel policies for Head Start staff must rest with the Parent Policy-making Board. Only the parents and community can assure the continuity of the role of staff in the Head Start program.*

*Taken from the parents' resolution of December 17, 1969.

APPENDIX H

CAREER DEVELOPMENT MATERIALS: A SELECTED BIBLIOGRAPHY OF SOURCES AND RECOMMENDED RESOURCES*

Pamphlets, Booklets, and Articles

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*Many of these materials, especially pamphlets, are available free of charge or at low cost. The addresses of several publishers listed here are included in the preceding appendix. Head Start materials are available from regional offices, or, for bulk orders, from the Head Start office in Washington, D.C. Inquiries to the Washington office should be addressed: Project Head Start, Office of Child Development, U.S. Dept. of Health, Education, and Welfare, Washington, D.C. 20201.

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NOTES

1. Fred Powledge, "New Careers: Real Jobs and Opportunity for the Disadvantaged," Public Affairs Pamphlet No. 427 (New York: Public Affairs Committee, Inc., Dec. 1966), p. 8.

2. Dr. Sumner M. Rosen, Director of the Training Incentive Payments Program of the Institute of Public Administration, has stated: "The traditional format, by which people have pursued educational goals for the first twenty-five years of their lives, and then moved from education into career lines, is an inappropriate and inadequate model of staffing, training, and manning the human service agencies, which are going to be the major employers of our society in the next generation and two generations. We have to find ways to break up the monolithic and mutually exclusive routines of education and careers, and interweave them in such a way that education and work and training are carried on together as part of one's life." ("New Careers and Adult Education," Sumner M. Rosen [New York: New Careers Development Center, New York University, n.d.], p. 10).

3. Leon Keyserling, Progress or Poverty (Washington, D.C.: Conference on Economic Progress, 1964), pp. 22-23. Statistics dated 1963. "Deprivation" describes families (of four) which earn less than $5,000 or unattached individuals who earn less than $2,500. According to OEO statistics of 1966, 41 percent of the non-white population is poor and 12 percent of the white population is poor. Approximately 15.5 percent of the nation is below the "poverty line," which is defined, in part, as a nonfarm family of four that has a yearly income of $3,335. The Bureau of Labor Statistics stated in 1966 that it required $9,200 to maintain a modest standard of living for a family of four in an urban area.

4. Mollie Orshansky, "19,000,000 Children Counted Out by the Affluent Society" (Washington, D.C.: Division of Program and Long-Range Studies, Social Security Administration, Nov. 1967), p. 1.

5. "Text of the Moynihan Memorandum on the Status of Negroes," The New York Times, Mar. 1, 1970, p. 69.

6. The description given here of task analysis is drawn primarily from material presented by the New Careers Training Laboratory, an organization which is listed in Appendix A.

7. For suggested methods of evaluating performance, see U.S. Dept. of Health, Education, and Welfare, "Project Head Start: Evaluating Staff Performance and Progress," Head Start Staff Development Series (Rainbow Series), Pamphlet 1-B, 1969, 27 pp. and "Project Head Start: Career Planning and Progression for a Child Development Center," Head Start Staff Development Series, Pamphlet 1-C, 1969, 36 pp. (Washington, D.C.: Project Head Start, Office of Child Development, U.S. Dept. of Health, Education, and Welfare). See also U.S. Office of Economic Opportunity, "Career Development," OEO Guidance 6902-1 (Washington, D.C.: Project Head Start, Office of Child Development, U.S. Dept. of Health, Education, and Welfare, Feb. 1969, 131 pp.).

8. Job descriptions identify, among other things, the skills needed for each position. Head Start requires the revision of job descriptions in order to make them appropriate for career development plans. See OEO Instruction 6902-1, Section 6 b, p. 6 (reprinted in Appendix G, frequently referred to as CAP Memo 6902-1; different from OEO Guidance 6902-1).

9. Margaret Stapleton, "Task Analysis and the Components of Career Development" (New York: New Careers Training Laboratory, New York University, 1969, 26 pp.).

10. New Careers Program Assistance Bulletin, Vol. II, No. 1 (Washington, D.C.: National Institute for New Careers, Winter 1970), p. 2.

11. U.S. Dept. of Health, Education, and Welfare, "Project Head Start: Career Planning and Progression for a Child Development Center," Head Start Staff Development Series (Rainbow Series), Pamphlet 1-C, p. 14.

12. The content of the job description as listed here is drawn primarily from material presented by the New Careers Training Laboratory, an organization which is listed in Appendix A. The revision of job descriptions, in order to make them appropriate for career development plans, is required by Head Start. (OEO Instruction 6902-1, Section 6 b, p. 6.)

13. U.S. Dept. of Health, Education, and Welfare, "Project Head Start: Development of the Professional Staff," draft edition. Head Start Staff Development Series (Rainbow Series), Pamphlet 1-E (Washington, D.C.: Project Head Start, Office of Child Development, U.S. Dept. of Health, Education, and Welfare, 1969), p. 14.

14. Garda W. Bowman and Gordon J. Klopf, New Partners in the American School: A Study of Auxiliary Personnel in Education (New York: Bank Street College of Education, Nov. 1967), p. 19.

15. OEO Instruction 6902-1, Section 5, p. 4; Section 3, p. 2. See Appendix G for the complete text of this OEO instruction. Currently being revised.

16. OEO Instruction 6902-1, Section 3, p. 3; Section 6, pp. 6-8; U.S. Dept. of Health, Education, and Welfare, "Project Head Start: Training Courses and Methods," Head Start Staff Development Series (Rainbow Series), Pamphlet 1-D (Washington, D.C.: Project Head Start, Office of Child Development, U.S. Dept. of Health, Education, and Welfare, 1969), pp. 9-10.

17. "Project Head Start: Training Courses and Methods," Head Start Staff Development Series (Rainbow Series), Pamphlet 1-D, p. 9.

18. OEO Instruction 6902-1, Section 3, p. 3; Section 6, p. 6. Currently being revised in several areas, including the relationship of the career development committee to the Policy Advisory Group and the Head Start director. See Appendix G.

19. U.S. Office of Economic Opportunity, "Head Start Child Development Programs: A Manual of Policies and Instructions" (Washington, D.C.: Project Head Start, Office of Child Development, U.S. Dept. of Health, Education, and Welfare, Sept. 1967), p. 10. Currently being revised.

20. Glen Winters, "Budget Reorganization for CAPs and Head Starts" (New York: New Careers Training Laboratory, New York University, May 1969), p. 36.

21. U.S. Dept. of Health, Education, and Welfare, "Project Head Start: Training Courses and Methods," Head Start Staff Development Series (Rainbow Series), Pamphlet 1-D, p. 11.

22. Head Start Careers Bulletin, Vol. I, No. 3 (Washington, D.C.: National Institute for New Careers, Nov. 1969), pp. 5-6.

23. Gordon J. Klopf, Garda W. Bowman, and Adena Joy, of Bank Street College of Education, A Learning Team: Teacher and Auxiliary (Washington, D.C.: Bureau of Educational Personnel Development, U.S. Office of Education, Apr. 1969), pp. 88-89.

24. Garda W. Bowman, Gordon J. Klopf, et al., of Bank Street College of Education, "Training for New Careers and Roles in the American School" (Washington, D.C.: Bureau of Educational Personnel Development, U.S. Office of Education, Jan. 1969, 9 pp.). Lists relevant audio-visual materials. For extended treatment of the same topic, see also the book by Klopf, Bowman, and Joy, titled A Learning Team: Teacher and Auxiliary. Available from Bank Street Book Store, 69 Bank Street, New York, New York 10014.

25. This discussion of system know-how is based in part on subject matter presented in a training workshop conducted by the New Careers Training Laboratory, New York University.

26. The nonprofit firm which has been contracted by Head Start to assist in the establishment of degree-granting college programs for Head Start staff members and to provide educational opportunities, within established programs, to Head Start staff members.

27. See Richard J. Gould, "Guide to Funding New Careers Programs (New York: New Careers Development Center, New York University, June 1969, 128 pp.). See also New Careers Development Center, "A Listing of New Careers Legislation" (New York: New Careers Development Center, New York University, June 1969, 15 pp.).

28. Sumner M. Rosen, "Credentials: Two Strategies," Social Policy, No. 6 (New York: New Careers Development Center, New York University, Mar. 1969), p. 1.

29. Classroom observation forms to be used in assessing the "employability and promotability of teachers, paraprofessionals, and others," are currently being developed by Bank Street College of Education.

30. Rosen, op. cit., p. 5.

31. Rosen, op. cit., p. 5.

32. U.S. Office of Economic Opportunity, "Applying for a CAP Grant," OEO Instruction 6710-1 (Washington, D.C.: Community Action Program, U.S. Office of Economic Opportunity, Aug. 1968, approx. 150 pp.).

33. Winters, op. cit., pp. 19-20.

34. Head Start Careers Bulletin, Vol. I, No. 4 (Feb. 1970), p. 9.

35. Head Start Careers Bulletin, Vol. I., No. 4 (Feb. 1970), p. 2. See also Richard J. Gould, "Guide to Funding New Careers Programs": (New York: New Careers Development Center, New York University, June 1969, 128 pp.).

36. Head Start Careers Bulletin, Vol. I, No. 4 (Feb. 1970), p. 4.

37. Head Start Careers Bulletin, Vol. I, No. 4 (Feb. 1970), pp. 1-2.

38. For suggestions regarding the introduction of career development into other agencies, see the booklet "New Careers Job Development," 2d ed. (Washington, D.C.: Social Development Corp., Nov. 1969, 39 pp.).

39. For background information, see the booklet by Joseph H. McClure entitled "Merit Systems and New Careers" (Washington, D.C.: Social Development Corp., Feb. 1970, 14 pp.).

40. For suggestions regarding the introduction of auxiliary personnel and career ladders into public school systems, see the booklet by Garda W. Bowman and Gordon J. Klopf entitled "New Partners in the American School: A Study of Auxiliary Personnel in Education" (New York: Bank Street College of Education, Nov. 1967, 21 pp.).

41. See Climbing the Job Ladder: A Study of Employee Advancement in Eleven Industries (New York: E.F. Shelley & Co., Inc., 415 Madison Avenue, New York, N.Y., 1970, 273 pp.); a comprehensive study of upgrading in industry which suggests action to be taken, giving special attention to the potential role for unions.

42. New Careers Newsletter (New York: New Careers Development Center, New York University), passim.

43. Alan Gartner, "Do Paraprofessionals Improve Human Services: A First Critical Appraisal of the Data" (New York: New Careers Development Center, New York University, June 1969), p. 5.

44. From the final summary of a report by the New Careers Research Project at the University of Minnesota conducted by E. Kopp, M. Thompson, and R. Falk, under a contract with the U.S. Dept. of Labor. Published in New Careers Program Assistance Bulletin, Vol. I, No. 8 (Oct. 1969), p. 4; see also Sharon Collier et al., "Successes and Breakthroughs in New Careers Programs," New Careers Perspectives, No. 12 (Washington, D.C.: National Institute for New Careers, Aug. 1969, 20 pp.).

45. Robert Pruger and Harry Specht, "Establishing New Careers Programs: Organizational Barriers and Strategies," New Careers Perspectives, No. 13, Oct. 1969, 12 pp.

46. Frances J. Dory, "Negotiations" (New York: New Careers Training Laboratory, New York University, n.d., 6 pp.).

47. Head Start Careers Bulletin, Vol. I, No. 4 (Feb. 1970), p. 3.

48. Head Start Careers Bulletin, Vol. I, No. 4 (Feb. 1970), p. 9.

49. Head Start Careers Bulletin, Vol. I, No. 2 (Nov. 1969), pp. 1, 11.

50. Jerusa C. Wilson, Jacob R. Fishman, and Lonnie E. Mitchell, "An Assessment of Technical Assistance and Training Needs in New Careers Projects Being Sponsored by the United States Training and Employment Service, Manpower Administration, U.S. Dept. of Labor" (Washington, D.C.: National Institute for New Careers, July 1969), pp. 8-12.

51. Alan Gartner, "Do Paraprofessionals Improve Human Services: A First Critical Appraisal of the Data" (New York: New Careers Development Center, New York University, June 1969), p. 44-45.